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Al-Quds University**



**The Effect of Role-Play Strategy in Improving Students'
English Speaking Skill in Ramallah Governorate Schools**

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**The Effect of Role-Play Strategy in Improving Students'
English Speaking Skill in Ramallah Governorate Schools**

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Thesis Approval

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A handwritten signature in black ink, appearing to read "Samir Rammal", is written over a light blue rectangular stamp. The stamp contains some illegible text and a circular emblem.

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Dedication

**I present this study to my mother, brothers and sisters, to my nephews,
nieces and to my friends, to all of them for their encouragement and
support.**

**I am thankful to them all for the help they offered to me to continue the
academic life through the years.**

Declaration

I certify that this thesis submitted for the degree of Master is the result of my own research, except where otherwise acknowledged, and this thesis (or any part of the same) has not been submitted for a higher degree to any other University or Institution.

Signed

Fakhriah Ahmad Nassar

Date: 14th August 2011

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Abstract

This study aimed to examine the effect of using role-play strategy on the 8th grade learners' achievement in speaking English as a foreign language in Ramallah Governorate schools.

The population of the study consisted of all 8th grade learners at Ramallah Educational Directorate schools in the second semester of the academic year 2010/2011.

The researcher took a purposive sample which consisted of (66) learners of the 8th grade in Bint Al-Azwar Secondary Girls School. The participants in the study sample were randomly sorted into two groups. The first group was taught by using role-play strategy, while the other group was taught by using the traditional way of teaching, which means that the teacher did not use role-play while teaching this group.

The researcher conducted three tests: a pre-test, a post-test and a retention test, also she prepared a guide for the teacher in which the researcher focused on using role-play and other activities such as oral activities, speaking activities, reading aloud, pair work and group work.

These activities give the participants a chance to speak during the English lessons, and in order to improve their speaking skill.

The results of the study indicated that there was a significant difference between the experimental and control group in the post-test in favor of the experimental group.

The researcher presented some recommendations.

الملخص

هدفت هذه الدراسة إلى تقصي أثر استخدام إستراتيجية لعب الأدوار على تحسين مهارة التحدث لدى طالبات الصف الثامن في مدارس محافظة رام الله والبيرة.

تكون مجتمع الدراسة من طالبات الصف الثامن في المدارس الحكومية التابعة لمديرية التربية والتعليم في محافظة رام الله والبيرة والبالغ عددهم (2512) طالبة خلال الفصل الدراسي الثاني من العام الدراسي 2010 / 2011. وقد اختيرت عينة قصدية ممثلة لمجتمع الدراسة مكونة من شعبتين في مدرسة بنات بنت الأزور الثانوية والبالغ عددهن (66) طالبة، وقد تم اختيار شعبتين من الصف الثامن عشوائياً، شعبة (أ) مجموعة تجريبية، وشعبة (ج) مجموعة ضابطة، حيث تم تدريس المجموعة التجريبية باستخدام إستراتيجية لعب الأدوار، أما المجموعة الضابطة فقد تم تدريسها باستخدام الطريقة التقليدية (بدون استخدام لعب الأدوار).

وقد قامت الباحثة ببناء اختبار تحصيلي، تم التحقق من صدقه من خلال عرضه على مجموعة من المحكمين المختصين، كما تم التحقق من ثباته باستخدام (test- retest) حيث بلغ ثبات الاختبار (0.73) باستخدام معامل ثبات كرونباخ ألفا.

أجرت الباحثة ثلاثة اختبارات للمجموعتين (التجريبية والضابطة): اختبار قبلي، اختبار بعدي، اختبار ثالث لقياس الاحتفاظ.

كما أعدت الباحثة دليل باللغة الانجليزية للوحدتين الدراسيتين، حيث تم دمج وإدخال إستراتيجية لعب الأدوار وكذلك تم التركيز على تفعيل استخدام الطالبات لنشاطات محددة مثل: القراءة الجهرية، نشاطات شفوية، العمل الزوجي والعمل الجماعي باعتبارها عناصر هامة لمساعدة الطالبات في ممارسة اللغة الانجليزية.

أظهرت نتائج الدراسة أنه يوجد فروق ذات دلالة إحصائية في التحصيل بين المجموعة التجريبية والمجموعة الضابطة لصالح المجموعة التجريبية.

وقد انتهت الدراسة إلى مجموعة من التوصيات، أهمها ضرورة استخدام إستراتيجية لعب الأدوار في تدريس اللغة الانجليزية وكذلك حث الطالبات وتشجيعهن على ممارسة اللغة الانجليزية خلال حصص اللغة الانجليزية.

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Chapter One

Introduction and Background

Chapter One

1.1 Introduction and Background

English language is regarded as an international language. It is the language of science, medicine and technology. Besides it is used as a means of communication between English native speakers and none-native speakers. Therefore, English language is taught in most countries, some countries teach it as a foreign language, others teach it as a second language (2007، عفانة).

The current point of view is to teach language for the sake of communication. That is, the learner should gradually build up the communicative competence.

Brewster and Ellis, (2002: 44), state that "the communicative approach was developed in the mid-1970s through the Council of Europe. Recent work in second language acquisition has emphasized the importance of learners producing output to show that intake has taken place".

For children, this approach means language teacher engages learners in drawing, acting out, listening, talking, reading or writing, based on meaningful tasks using language.

1.2 The Listening Skill

Hedge (2002: 235-236) says that listening might be participatory and none-participatory. The main purpose of participatory listening is to get the information we need in order to do something specific, such as getting directions from a passer-by.

Listening is very important for speaking, if a student listens carefully to the teacher, and if the teacher pronounces the words clearly and correctly, this will help the student in speaking the language.

Learning to listen in English

Brewster and Ellis, (2002: 98) say that "if someone gives us a message or opinion, then we have to be able to understand it in order to respond. Listening to a foreign language is a hard work, especially for young children".

It is important to remember that listening is not a passive activity. This means that, we should be active and respond to what we listen to. When we understand the message, we can respond to it, but if we do not understand the message, we can't respond to it.

1.3 Learning to speak in English

Kailani (1995: 43), states that "learning to speak English is more effectively achieved by speaking than by listening or reading. Learners, therefore, must have the opportunity to express their feelings, their likes and dislikes, to talk about their interests in living natural English".

Brewster and Ellis, (2002: 105) explain that

"it is useful to begin an English program by teaching children vocabulary for basic concepts, such as numbers, colors and so on, which can provide the basis for subsequent activities. The first lesson often focuses on teaching simple greetings and introductions. Teaching a few rhymes and songs at the beginning of the course will give the learners the impression that they are learning to speak English quickly. In the early stages of learning, learners can learn: simple greetings: hello! how are you? Routines: what's the date? Classroom language: listen, sit down. By hearing this language over and over, learners learn to use it".

1.4 Organizing speaking activities

Brewster and Ellis, (2002: 106) say that some of the speaking activities require learners to work together in pairs or groups or to move around. Learners may also like to record themselves from time to time and listen to their recordings afterwards. For example, activities such as retelling a story could be recorded and played to learners in other classes. Most learners find this activity very motivating and it can help them become aware of the structures and vocabulary they are using and certain aspects of English pronunciation.

Brewster and Ellis (2002), state that, the gap between children speaking the First Language (L1) and the Second Language (L2) is a large one but with practice, learners will gradually build up their confidence with the spoken language.

Language teaching aims to involve all the learners in the classroom activities.

Blatner, (2009: 1) defined role-playing as "a method that can be used for training the learners in classroom for understanding literature, history, and even science. It can be used to develop the skills of communication, problem-solving, and self awareness".

Petty (2004: 245), says that "role-play is very useful for developing the "interpersonal skills" of learners. It gives them an opportunity to practice skills in a risk-free environment".

Hedge (2000: 57) states that "the communicative approach to language teaching, is based on the belief that, if the development of communicative language ability is the goal of learning, then communicative practice must be part of the process".

Hedge (2000: 44) adds that

"the ability to communicate effectively in English is now a well-established goal in English Language Teaching (ELT). Students, in order to be able to operate effectively in the real world, need plenty of opportunity to practice language in situations which encourage them to communicate their needs, ideas and opinions, language practice should resemble real life communication. One of the goals for English Language Teaching (ELT) is to enable learners to interact successfully with members of other societies".

1.5 Skills and Strategies in Speaking English

Hedge (2000: 261), defines the role of teachers in the communicative approach that

"they are concerned to ensure that learners not only practise speaking in a controlled way in order to produce features of pronunciation, vocabulary, and structure accurately, but also practise using these features more freely in purposeful communication. The teachers should include activities that are based on accuracy and fluency".

Hedge (2000: 54), also defines the term "fluency" and says that it "relates to language production and it is normally reserved for speech. It is the ability to put units of speech together with facility, and fluency activities give learners the opportunity to produce items of language which they have gradually acquired during activities focused on linguistic form".

Hedge (2000: 262-263) explains that speakers need to use communication strategies of various kinds when they lack words or phrases in English. They need to check that they have been understood and may need to repeat or clarify what they said. This means that they need to adjust what they say in order to be comprehensible. And listeners play a part in this process by indicating when they do not understand, for example, by asking for explanations, correcting, and so on. Teachers might, therefore consider the usefulness of early instruction in the language needed to ask for repetition or clarification in order to help students in negotiating meaning.

Second language acquisition researchers see communicative interaction as having value both for negotiating comprehensible input from other students and for opportunities to practise using the language they have learnt until it is automatized.

The challenge for the communicative classroom is to find activities and procedures for speaking which will prepare learners for spontaneous interaction and which will help the acquisition process as well.

1.6 Types of speaking situation

Cook (1989, reported in Hedge 2000: 264) says that

"conversation as relatively unstructured and informal as compared with more formal and sometimes more rehearsed situations for speaking such as meetings, interviews, and seminars. The purpose of conversation varies, but generally they involve making and keeping up social contacts, exchanging news, information, opinions and making decisions with other people".

Hedge (2000: 266), points out that, learners try to make themselves understood through negotiation of meaning. They need an ability to negotiate, until the meaning is clear. Part of this will involve using achievement strategies such as paraphrase or gesture, to explain things more clearly. However, it also involves knowing the language needed for checking whether or not a listener has understood. And, as a listener, knowing the language needed for requesting clarification or repetition. So it is useful for teachers to teach the language that will help the learners to express themselves. Learners need opportunities to practise language and they need certain kinds of fluency activities.

1.7 Making accuracy-based practice meaningful

Hedge (2000: 273) found that "the communicative classroom will need to expose learners to input which they can attend to, and opportunities to produce output in more controlled activities, these activities focus on grammatical structure, a communicative function, or the time sequencers that might be needed in telling a story".

In the classroom, the teacher can create a positive climate for classroom communication by standing back whenever possible and using cross-class questioning or pair work practice.

1.8 Role-play

(Kailani, 1995: 59) defines role-play as "a variety of interviews in which the learners are presented with a situation which involves conflict, they attempt to make the problem clear by playing roles of the participants in the situation. The situation can be realistic, imaginative, or humorous".

Hedge (2000: 278), indicates that "teachers use the term 'role-play' to refer to a number of different activities ranging from simple dialogues prompted by specific information on role cards to more complex simulation which pass through a number of stages".

Ladousse (1997: 6-7), mentions five reasons for using role-play, they are as follows:

- 1- A wide variety of experience can be brought into the classroom through role-play such as: conversation games and humanistic exercises.
- 2- Role-play puts learners in situations in which they can build up social skills and they can communicate with others.
- 3- Role-play helps shy learners and encourages them to speak. They are liberated by role-play as they no longer feel their personality is implicated.
- 4- Perhaps the most important reason for using role-play is that it is fun.
- 5- Role-play is a whole series of communication techniques which develops fluency and promotes interaction in the classroom, and which increases motivation.

Hedge (2000: 280), believes that "a number of advantages have been claimed for role-play as a fluency activity. If it is performed in pairs or groups rather than one group acting in front of the class, it encourages participation from a large number of students. Some students find role-play easier than free discussion".

Kailani, (1995: 60) suggests that the teacher should follow the following procedures if s/he wants to conduct role-playing:

- 1- Explaining the situation and describing the action that learners are going to accomplish.
- 2- Giving general information that learners do not have. This information is necessary or the role-play will not succeed.
- 3- Cultural expressions, technical vocabulary may be given to the learners if the teacher feels that they are needed to develop the role-play activity.
- 4- The teacher assigns the roles. It is more effective if the roles fit the personality of the players.
- 5- If the activity contains a few roles, the teacher may divide the class as groups, and each group perform it simultaneously as group work.

According to Joyce and Weil (1980: 252), a role-play which has a clear goal gives a purpose and a direction to the discussion. It is interesting that the role-play involves both competitive and co-operative elements. Moreover, as students take on a variety of roles during a program of role-plays they will practise language which varies according to the

setting, the formality of the situation, the degree of politeness or emotion required, and the function required for the particular role, for example: to persuade, disagree, complain, invite, and so on. In terms of speaking skills and strategies, it perhaps has a greater chance than free discussion to involve all the students and oblige practice, except when free discussion is limited to pair work. However, there will only be equality of opportunity for practice where roles have equal significance. Whether or not it encourages interaction skills will depend on the details.

Hedge (2000: 280), affirms that

"the success of role-play depends on overcoming some of its limitations. Perhaps the main limitation is to do with asking students to take on roles. And this may depend on the degree of distance between the reality of the students own roles in life and the 'fantasy' of the role imposed. Functional roles do not present a great problem as all speakers need to apologize or offer help, and social roles such as 'guest' or 'mother'. However, professional roles may seem to be difficult as many role-plays involving transactional language assign one student of a pair a role such as 'doctor' or 'travel agent' and students can find this not very useful".

Joyce and Weil (1980: 243) emphasize that "role playing as a model of teaching has roots in both the personal and social dimensions of education. It attempts to help individuals find personal meaning within their social world and resolve personal dilemmas with the assistance of the social group".

Joyce and Weil (1980:252) add that "the initial goal of role-play is to relate the problem situation to the learners' experience. This goal can be accomplished by asking the learners if they know someone who has had a similar experience".

Role-playing also can bring outside situations into the classroom, and when children enact their proposed solutions to problems, teachers can acquire wider perspectives on the difficulties, perceptions and values that shape the behavior of their learners.

As learners participate in role-playing sessions, each one has an opportunity to propose, through his role-playing and in the discussions that follow enactment, his own ways of solving human relations problems.

Shaftel and Shaftel (1967, reported in Joyce and Weil 1980: 246-252), provide nine steps of role-playing. They are as follows:

- 1-Warming-up.
- 1- Selecting the participants.

- 2- Preparing the audience to participate as observers.
- 3- Setting the stage.
- 4- Role-playing (enactment).
- 5- Discussing and evaluating.
- 6- Further enactments (replaying) revised roles, playing suggested next steps or exploring alternative possibilities).
- 7- Further discussion.
- 8- Sharing experiences and generalizing.

Here are some details about each step:

- 1- "Warming-up" the group, this step has two functions:

It arouses awareness of the learners' need to learn ways of dealing with the problem and it involves the group emotionally in a specific situation.

- 2- Selecting participants for the role-playing

In selecting the participants, it is important to choose individuals who can see themselves as particular persons in the situation. The teacher may ask the group to describe the characters in a story, and s/he may ask them if they would play the role of these characters, sometimes the teacher may ask for volunteers. It is important to note that the teacher should avoid assigning roles that the learners volunteered to play, to other learners.

- 3- Preparing the audience to be participating observers

It is important to prepare the observing group to participate actively, the teacher may assign the group to various tasks and suggest to the entire group that they judge the realistic quality of the solution that is being proposed.

- 4- Setting the stage

Before beginning the enactment, the role-players briefly plan what they are going to do. They do not prepare any dialogue, but they decide in a general way on a line of action. They may decide to explore what happens if "Rana" keeps the money. Or the teacher, in selecting a certain learner's idea, may encourage that learner to set the line of action according to his own idea. Then the teacher has to remind each player of the role s/he is to take. After the players are chosen, the teacher helps the actors to get "inside" the situation, in this way, the teacher settles the players into their roles and situations.

- 5- Role-playing (the enactment)

The role-players assume the roles and "live" the situation, they respond to one another's speeches and actions as they feel the people in those roles would behave.

In responding to an enactment, the group should be helped to understand that the way the actors play a role has no reflection upon them as persons, they simply present a role as they see it, and will not be condemned for their interpretation by the teacher or

anyone else. They are presenting what they have seen or felt are the roles of such persons as the situation characters have been indicated to be.

6- Discussion and evaluation

The discussion that follows an enactment is one of the most vital phases of role-playing. Research has indicated that the actual taking of roles may have greatest influence on attitudinal change.

7- The re-enactment (further role-playing)

Re-enactment is important, in real life, one wishes for a second chance to solve a problem. In role-playing, this second chance is now forthcoming. So is a third and a fourth chance. The role-players may play their roles over and over again, changing their interpretations in the light of the suggestions they receive from their group members and from the teacher. Or, new actors may take over the roles to demonstrate other interpretations and solutions.

8- Discuss and evaluate for the second time

If the problem is important, the participants and the observers are emotionally involved, and the discussion may begin spontaneously and evaluation takes place after each discussion. During the discussion, the teacher, for example, asks what will happen next. The teacher may help the observer to think with the role-players.

9- Sharing experience and generalizing

The last step in a role-playing session may be termed a period of general discussion, sometimes of sharing experiences.

After a number of alternatives and their consequences have been enacted and discussed, the teacher may ask questions like: Do you think this problem is one that is true to life for young people like you?

Joyce and Weil (1980: 254) found that "through role-playing the learners can increase their ability to recognize their own and other people feelings, and they can improve their problem-solving skills".

Joyce and Weil (1980: 257) stress the fact that "role-playing is specifically to foster: the analysis of personal values and behavior, the development of strategies of solving interpersonal (and personal) problems, the development of empathy towards others".

The decision on which the learner acts is always his decision, not the teacher's or the group's decision.

In role-playing, the leader should avoid imposing his answers on the group, it is hoped that young learners develop insights from discussion and enactments, the learner must be permitted to make his own decisions and to learn from his mistakes.

Joyce and Weil (1980: 253) mentioned five principles of reaction to role-play:

- 1- Teachers should accept the learners' responses and suggestions, especially their opinions and feelings.
- 2- Teachers should respond in a way in which they help the learners to explore various sides of the problem situation.
- 3- By reacting, explaining and summarizing responses, the teacher increases the learners' awareness of their own feeling and views.
- 4- The teacher should emphasize that there are more than one way to play the role.
- 5- There are alternative ways to solve a problem; no one way is correct.

Shaw et al (1980: 70-81), divided techniques of role-playing into two categories:

- 1- Unstructured or developmental techniques: They are comprised of methods that are established well, and they are used in spontaneous and unstructured role-play sessions. Techniques and materials are not pre-determined. Unstructured techniques, however, can be programmed into a highly structured and carefully planned design. And they are usually used in an unstructured role-play, and to facilitate the training group's involvement in the learning process. Unstructured techniques can be applied in the following forms: role-reversal, doubling, soliloquy, monodrama and others. They require intervention by the facilitator.
- 2- Structured techniques: They are often built into a pre-structured activity, and they do not depend on the facilitator. They are built into the learning process and are self-administered by small teams or groups. They also focus on pre-determined goals, training materials.

One of the characteristics of the structured techniques is that it does not rely on spontaneous interventions. Many role-play programs can be carried out by inexperienced trainers. In addition structured designs are often part of broader programs that include lectures, small-group discussions, and so on.

Structured techniques can be applied in the following forms: Multiple role-playing, built-in tension, built-in resolution.

Structured and unstructured techniques aim to provide opportunities for learning through experimentation, discovery through systematic, organized enactments and discussions.

Shaw et al (1980: 81) defined structured role-playing as "role-playing in which there are pre-determined objectives and in which roles, background information and procedures have, for the most part, been planned and designed prior to the session".

1.8 Statement of the Problem

Learners face many problems in learning English as a foreign language, one of the problems they face is speaking English, and this affects the learners' achievement. They cannot convey even a simple message in English. Also they lack confidence when they speak English.

There are several reasons for this problem, some are related to the learner, others to the teacher, and the methods teachers use can be considered probable reasons for this problem and in a way or another, the material itself might be a reason for this problem. So it is a necessity to study this problem and to try to find a way to help teachers and learners overcome this problem.

Role-play is one of the important strategies that teachers can use in class, it helps the learners to practice language, and improve their speaking skill. If the teacher plans well for it, and encourages the learners, and helps them, they will benefit a lot from it.

So by conducting this study, the researcher hopes that she will be able to help in finding a solution to this problem.

1.9 Questions of the Study

This study attempted to answer the following questions:

- 1-Does the application of role-play develop the speaking proficiency of the 8th grade learners? (The experimental and the control group in the post-test).
- 2- Does the retention test mean scores of the 8th graders' speaking skill differ between the experimental group and the control group?

1.10 Hypotheses of the Study

To answer the questions mentioned earlier, the following hypotheses were examined:

- 1-There are no statistical significant differences at the ($\alpha=0.05$) level in the mean scores of the 8th grade learners between the experimental group and the control group in the post-test.
- 2- There are no statistical significant differences at the ($\alpha=0.05$) level in the mean scores of the 8th grade learners' speaking skill in the retention test between the experimental group and the control group.

1.11 Objectives of the Study

The researcher aimed to investigate the effect of the teacher's use of role-play strategy on the 8th grade learners' English speaking skill.

1.12 Significance of the Study

The importance of this study arises from the importance of role-playing strategy and its impact on the learner's English speaking skill. Also the number of studies in the Arab world in this field is insufficient, so this was a very strong motivation for the researcher to decide to conduct this study.

This study might be helpful to English language teachers, students and possibly parents. It would promote English language teachers to develop themselves and prepare for teaching English as a set of communication skills and it would allow them change their strategies in teaching English language.

The findings of the study might help English language teachers to improve the traditional way of teaching English by using role-play strategy and to give the learners an opportunity to practice speaking English in class. Consequently, English will set free from restrictions of accuracy and go ahead towards using it in situations. Besides, English learning hours will become more interesting and beneficial.

Finally, the researcher hopes that this study will add something to the literature in this field. Especially it was difficult for her to find studies in this domain.

1.13 Limitations of the Study

The study was limited to the female 8th grade learners at Ramallah Governorate Schools enrolled in the second semester 2010/2011 academic year.

This study is limited to the content of units 14 and 15 from the Palestinian Curriculum (English for Palestine).

1.14 Definition of Terms

Role-playing: A teaching strategy, and according to Brown (2001, reported in Huang, 2008), "role-playing involves giving a role to one or more members of a group and assigning an objective or purpose that participants must accomplish.

Retention: The ability to remember and retain the teaching material for two weeks after learning it. And (2009، العبيدي) says that organizing the learned material makes learning easier, and organizing is useful for good retention.

Traditional method: A teaching method (actual) in which the teacher's role is the main role in the classroom (positive), the learner's role is (negative). The teacher depends mainly on verbal presentation, questions, and limited discussion that lead to clarify concepts in order to make sure that the cognitive outputs are correct. Classroom evaluation and homework are done by answering the questions in the text book.

Strategy: Goals directed and consciously controllable process that facilitates performance.

Target language: The target language in this study is the English language.

Speaking skill: The ability to speak, and in this study it is measured by using the Oral Interview Test developed by the Foreign Service Institute (FSI).

Summary

This chapter attempted to present the effect of using role-play strategy on improving the female 8th grade learners speaking skill.

Two main questions of this study concerning the effect of role-play strategy on improving the female 8th grade learners speaking skill were raised in this chapter and two hypotheses that might answer the question were put to be tested.

Finally, chapter one included the significance and the limitations of the study.

Chapter Two

Review of Related Literature

Chapter Two

Review of Related Literature

2.1 Introduction

This chapter deals with previous studies that investigated role-play as an effective technique to improve learners' speaking English as a second language.

The purpose of this chapter is to present an overview of the procedures followed in these studies. The researcher presented these studies in a chronological order.

The review of literature for this study is divided into two sections. The first section reviews literature concerned with Foreign Studies and the second section reviews literature concerned with Arab Studies.

2.2 First: Relevant Foreign Studies

Studies in which role-play improved speaking skill significantly

Rapaport (1975), in his study tried to compare the outcomes and effectiveness of three training programs (modeling and role-playing (MRO), modeling and role-playing with video tape playback (MRwV), and the lectures). The desired out comes of each program is mastery of interviewing skills. Modeling and role-playing seemed to be useful in training interviewee skills. The research aimed to examine the relative effectiveness of modeling and role-playing in teaching college students' interviewing skills.

Rapaport recommended that modeling and role-playing alone was more demanding for the trainer because s/he had an active role, modeling and role-playing alone trainers can clearly define appropriate behaviors needed to provide more specific and more directive feedback than modeling and role-playing with video tape playback (MRwV) trainers, modeling and role-playing alone (MRO) subjects reported less dissatisfaction due to equipment malfunction than did (MRwV) subjects.

To investigate the effect of using role-play and pictures on developing the speaking skill of tenth grade learners in Irbid District in Jordan (1996، الجبالي)، conducted a study. This study involved 50 subjects. It lasted for eight weeks. He divided the sample of the study into two groups; experimental and control group. The experimental group was taught using role cards and pictures; whereas, the control group was taught using the traditional way of teaching. The results of the study were: There was some progress on the different components of the speaking skill, but the development was statistically insignificant, the

highest progress was in comprehension, and the experimental group subjects gained more progress than the control group subjects.

In his study, (نقيب، 1999), aimed to investigate the effectiveness of role-playing on the development of speaking proficiency of the 8th grade learners.

The study questions were: Does the application of role-playing enhance and develop the speaking proficiency of the 8th graders? Does the absence of role-playing from the 8th grade classroom affect the speaking proficiency?

From the study questions the following hypotheses were derived: There are no statistical significant differences at the ($\alpha=0.05$) level in the mean scores of the 8th graders between the pre-test and post-test of the experimental group. There are no statistical significant differences at the ($\alpha=0.05$) level in the mean scores of the 8th graders between the pre-test and the post-test of the control group. The researcher came up with the following results: The experimental group developed significantly after the implementation of role-playing. He concluded that the experimental group gained significant progress in the speaking proficiency due to the proposed way of teaching (role-playing), and the subjects in the experimental group showed progress in the levels of the speaking skill.

In their studies (الجبالي ونقيب) investigated the effect of role-play in developing the speaking skill of the 8th and 10th graders speaking skill, they agreed that role-play developed the learners' speaking skill.

The researcher points out that the results of (الجبالي ونقيب) agree with the result of her study which showed that there are statistical significant differences in the learners' speaking skill in the post-test in favor of the experimental group which was taught by using role-play strategy. It also agrees with Rapaport's study in which he concluded that modeling and role-playing program was more demanding for the trainer than the other two programs (modeling and role-playing with video tape playback, and lectures), which he conducted in his study. Taking into consideration the results of these studies, the researcher encourages English language teachers in Palestine and other Arab countries to implement role-play in their English classes so as to improve the learners' speaking skill taking into consideration that these three studies were conducted in Jordan and Palestine which have nearly the same circumstances.

In a paper, Kodotchigova (2002), addresses the issue of role-play in teaching foreign language and foreign culture. Role-play prepares L2 learners for L2 communication in a different social and cultural context. Role-playing, if it is introduced carefully, can be very effective for experiencing cultural principles because it gives an opportunity to be emotionally involved in cross-cultural learning and reflect upon cultural differences.

In this paper, Kodotchigova addressed the issue of role-play as one of the ways of co-teaching a foreign language and second language culture, suggesting a six stage step-by-step guide to applying role-play in L2 teaching and using role-play in preparing learners for intercultural communication.

The researcher states that Kodotchigova introduced a six stage step-by-step guide to apply role-play in teaching the foreign language and foreign culture, while (الجبالي ونقيب) used role-play in teaching English as a foreign language. Kodotchigova concluded that role-play is one of the ways of co-teaching a foreign language and culture.

The researcher believes that it might be easy for the teacher and the learner if we teach the language and culture at the same time, but it might be difficult if the two cultures are different and have different traditions, values and perceptions.

Lane and Rollnick (2007), in a review of the literature related to simulated patients and role-play in communication skills training tried to answer the question whether the practice of communication skills is likely to lead to better outcomes following training, and whether the use of simulated patients and/or role-play in terms of communication skill acquisition provides an opportunity to practice communication skills.

Lane and Rollnick found out that some of the studies that compared the use of simulated patients and/or role-play with no intervention indicated that the use of simulated patients and/or role-play in training leads to significant improvement in the use of communication skills. Other studies showed positive improvement in the use of communication skills after conducting role-play, though these improvements may be small.

The researchers concluded that there is a need for more well designed studies that assess skill acquisition following the use of simulated patients and/or role-play in a number of different settings.

The researcher affirms that in Lane and Rollnick review of the literature related to the use of simulated patients and/or role-play in communication skills training, Lane and Rollnick, believed that some of the studies indicated that there was significant improvement in the use of communication skills. This shows that role-play helps learners to express themselves and communicate with others. This agrees with the findings of (الجبالي ونقيب) studies, Rraport study, and the researcher study which proved that role-play improved the speaking skill and made communication easier.

On the other hand, other studies showed positive improvement, although these improvements were small. This agrees with the result that (الجبالي) came to in his study which indicated that the subjects' progress on the components of the speaking skill was

statistically insignificant. That is to say, there was some progress on the different components of the speaking skill, but not statistically significant. Also in (الجبالي) study the results of the picture technique on the post-test showed that the subjects of this group gained higher marks than those taught by role-play.

The researcher points out that in (الجبالي) study, role-play improved the learners' speaking skill, but the picture technique was more effective than role-play.

In order to help learners improve their listening, Huang (2008), designed and conducted several role-play activities for learners to practise and use English in a more meaningful way as a practical language, and the results of the learners learning were quite positive. For the role-play activities in her classes, the researcher defined six major steps in the procedure. The researcher concluded that role-play is really a worthwhile learning experience for both the learners and the teacher and not only the learners have more opportunities to "act" and "interact" with their peers trying to use the English language, but also learners' English speaking, listening, and understanding will improve.

The researcher considers the conclusions that Huang concluded are very important, one of the conclusions Huang came to is that role-play is really a worthwhile experience for both the learners and the teacher. This agrees with the results that Rapaport, (الجبالي ونقيب), Kodotchigova, Lane and Rollnick came to in their studies. Taking into consideration that Huang in her study added that the teacher also gets benefits from using role-play in class.

Karwowski and Soszynski (2008), tried to investigate the effectiveness of role-play training in creativity, in their research they aimed to develop participants' creativity by development of imagination, changing convictions about creativity and realization of the role of imagination in the process of creative problem solving.

The main aim of the research was to examine whether role-play training in creativity, positively influences the level of creative abilities of its participants.

The role-play training in creativity proved to be one of quite a high overall effectiveness. The presented results do not provide a clear-cut answer to the question. It is possible to state that the role-play training in creativity is more comfortable to be run over the course of 1-day. The reason for it lies in the character of the role-play that demands continuation of action. Karwowski and Soszynski hope that this teaching method will be used in the future, not just during training reasons, but also during ordinary classroom activities.

Studies in which role-play showed different results

Rogers and Evans (2007) research aimed to undertake an empirical study of learners' role-play activity in order to understand better the relationship between teachers' provision (the offered curriculum), and learners' responses to that provision (the received curriculum).

The research aimed to examine the ways in which teachers plan for and organize role-playing in reception classes, to examine the ways in which learners respond to different types of role-play provision in reception classes and to develop methodologies for studying learners' role-play in educational settings.

Rogers and Evans came to following findings: space to play: lack of space available for role-play appeared to impact on what and how the learners could play, time to play: calling learners away from play was the single most disruptive factor in the quality of learners role-play. Finally, thematic content: most of role-play observed included strong stereotypical gender roles; boys engaged much more with role-play themes that had strong masculine potential. Girls preferred roles included maternal (I'm the mum), they took opportunity to draw, make lists, and write orders.

To focus on the lack of learners' proper social skills Awbrey et al (2008), carried out a study in which the learners of the teacher researchers in 1st , 3rd , 4th , and 5th grade had problems with social skills in the classroom. They believed that the lack of social skills in the classroom hindered their ability to learn. The teachers instituted a project whereby the learners received social skills education through the use of literature and role-playing. The teacher researchers decided to incorporate role-playing and literature to encourage their learners use positive social skills.

It was found that role-playing can promote communication. The teacher researchers instituted role-playing into the classroom after the literature on a specific skill was taught. The teacher researchers concluded that these interventions and this research showed that there was no increase in the students' social skills. The underlying factors stated above contributed to the lack of growth in the students socially, the teacher researchers felt that if the research had been done at a different time of year, the results may have been different. The teacher researchers recommended that the intervention be introduced from the very beginning of the school year.

The researcher sheds light on this point to make it clear, she believes that learners' character and their social growth takes time, it is not rapid. We cannot notice it in a short time, we need months or perhaps years to notice and feel the social growth in the learner's personality and behavior. So role-playing can promote communication, but the learners

social skills did not increase. This is the reason why the learners did not show social growth.

Okada (2010), in a research tried to investigate how role-play in an oral proficiency interview is conducted, and what are the competencies that can be measured by role-play in oral proficiency interviews.

The conversation analysis performed on the role-play activities of an oral proficiency interview indicated that: What a candidate does is an animation not only for a given instruction but also of an interviewer's requirement explicitly and implicitly made in the interaction. Okada concluded that role-play activity is valid for evaluating a candidate's conversational competencies, and in particular, this activity will affect in investigating how well a candidate can have a social identity, which seems to be difficult to elicit in an interviewer-led interviewing sequence. Okada suggests directions of future studies that will deal with the issue this study did not discuss.

2.3 Second: Relevant Arab Studies

Studies which measured retention

To test the study hypotheses (الخوالدة والعليمات، 2009) conducted their study. The Independent Variable is the teaching method and it has two levels: The conceptual change texts strategy and the traditional teaching method. The Dependent Variables were: The scientific understanding for environmental concepts: it was measured according to the mark that the learners obtained in the environmental concepts test that was applied after the experimental manipulation. And retention is the output of what the learner recalls from the teaching material. It was measured according to the mark that the learner obtained in the retention test. This study aimed to investigate the effect of conceptual change texts teaching strategy in making this change and retaining it for the 9th grade learners.

The results showed that retaining the concepts for the 9th grade learners differ due to the teaching strategy that teachers use in teaching the learners. The difference is in favor of the learners who were taught by using the conceptual change texts strategy.

To investigate the effect of cooperative learning and individual learning methods (الهريش ومقدادي، 2000) tested the following hypotheses: There are no statistical significant differences at ($\alpha=0.05$) level in the learners direct ability to retain theoretical skills for texts editing program due to the teaching method (cooperative, individual), there are no statistical significant differences at ($\alpha=0.05$) level in the learners direct ability to retain practical skills for texts editing program due to the teaching method (cooperative, individual).

The results showed that there are statistical significant differences at ($\alpha=0.05$) level in the learners direct ability to retain theoretical skills for texts editing program due to the teaching method (cooperative, individual). This means that the learners in the two groups retained or lost the information with convergent rates. This can be attributed to the two weeks period between the two tests. It also can be explained because the weak learners in the cooperative group forgot some of the information which reduced the difference between the two groups.

In his study, (عبدو، 2010), aimed at investigating the impact of using flowcharts teaching method on immediate and postponed scientific achievement, and achievement motive, self concept and test anxiety of the 9th grade learners in Physics (Electricity) in governmental schools in Nablus governorate.

To answer the questions of the study, and test its hypotheses, (عبدو) conducted this study on subjects of the study that consisted of (164) males and females in a public school in Nablus. The learners of the study were distributed into four sections; two sections, one for males and the other for females. They were chosen randomly, these two sections represented the experimental group. The other group consisted of two sections, one female section and another male section, they represented the control group. The two sections in the experimental group were taught by using flowcharts, whereas the other two sections in the control group were taught according to the traditional method.

The results showed that there are no statistical significant differences at ($\alpha=0.05$) level in the mean scores of the 9th grade learners' who learned physics by using flowcharts on the immediate and postponed achievement test, and the learners' content retention in physics was due to that the flowchart method gives the learners many opportunities to respond, and it allows the learners to participate effectively, they use their pervious knowledge, this method, also measures the learners' learning step by step which leads to meaningful learning and this enables the learners to overcome physics learning difficulties.

All these positive points in the flowchart method help the learners' retention for a long time. The study findings showed that there were statistical differences between each of the following: Scientific achievement, achievement motive, self concept and anxiety of the learners' means towards physics, experimental and control group, in favor of the experimental group, and there were no statistical significant differences between each of the following: scientific achievement, achievement motive, self concept and test anxiety of the learners' means towards physics due to time. Finally there were statistical significant differences between each of the following: scientific achievement, achievement motive, self concept and test anxiety means of the learners towards physics due to gender, in favor of females.

Studies which investigated role-play from different points

In a study that (أحمد، 2007) conducted to investigate the effect of role-play strategy in promoting 2nd preparatory learners' skills and attitudes towards grammatical syntax.

Learners suffer from the difficulty in acquiring Arabic grammatical syntax skills and weakness in the humanistic relations, and in view of the importance of role-play in the educational domain especially in teaching Arabic language (L1). So we are in need to improve strategies in teaching Arabic grammar. The study tried to answer the following questions: What is the effect of using role-play strategy in promoting 2nd preparatory grade learners' grammatical skills? Second preparatory grade learners' attitudes towards grammatical syntax?

From the results of his study, (أحمد، 2007) concluded that in using role-play strategy in teaching, and the activities that followed enabled the learners to practice the grammatical syntax rules included in the unit that was taught in positions similar to those in which learners live. Moreover role-play strategy is one of the interactive methods which include positive responses that are considered an attractive factor to the educational material.

To show the strategies that Al-Quds Open University learners use to reinforce information retention, (بركات، 2009), tried to find an answer to the study hypotheses derived from the study questions (بركات، 2009) aimed to reveal the most common strategies that Al-Quds Open University learners use in order to activate memory to make it easy to retain the information when it is necessary and reinforce their ability to retrieve it.

The results showed that the most important and common strategies are as follows: underlining the important parts of the material, putting signs or notes on the parts that they need to memorize, study in intervals during which they have a short rest, understanding the main ideas instead of memorizing it only, writing the main ideas on the margins of the book, summarizing while reading, revision of previous questions and tests.

Using certain strategies to activate memory to retain information is important since there is a close relationship between memory and learning, each learning process contains memory, and if we do not remember something from our previous knowledge we can't learn any thing.

To compare between cooperative and individual learning, (الهرش ومقدادي، 2000), aimed in their study to investigate the effect of the group (cooperative and individual) in retention.

The Independent Variable is the method of teaching and it has two levels: (cooperative and individual). The Dependent Variables: The achievement in the theoretical and practical test for texts editing program skills and retention.

The researcher points out that (أحمد، 2007) in his study investigated the effect of role-play in promoting 2nd prep class learners' skills. This study agrees with Rapaport, Kodotchigova, and Naqeeb studies which proved that role-play affected positively the learners' speaking skill. In addition to this Ahmad considered that role-play strategy is one of the interactive methods which include positive responses that he considered an attractive factor to the educational material. While it contradicts with the results that Al-Jabali and the researcher came to in their studies. This contradiction is that in Ahmad's study, the development in the learners' speaking skill was statistically insignificant.

To investigate the impact of using flowcharts teaching method (عبد، 2010) in the study that he conducted, the results showed that flowcharts teaching method gives the learners many

opportunities to respond and it allows them to participate effectively. These positive points help the learners' retention for a long time.

The researcher adds that the result does not agree with the result that she came to, which did not prove that role-play affected positively the learners' retention.

The results that (الحوالدة والعليمات، 2009) came to, after conducting their study, agree with (عبد، 2010) study and proved that retention differs due to the teaching strategy that teachers use. It also proved that learners' retention differs due to the teaching strategy that teachers use in teaching the learners.

In a study which aimed to reveal the important strategies that Al-Quds Open University that learners use, (بركات، 2009) in his study concluded that the most important and common strategies they use to reinforce information retention are: underlining the important parts of the material, putting signs or notes on the parts that they need to memorize, study in intervalsetc.

The aim of the study that (بركات) conducted is different from the previous studies which aimed to investigate the effect of the teaching method in the retaining the information.

The results that (الهersh ومقدادي، 2000) came to showed that the learners in the two groups (cooperative and individual) in the theoretical skills retained or lost the information with convergent rates. According to (الهersh ومقدادي، 2000) this can be attributed to the two weeks period between the two tests. While in the practical skills the result showed that there are no statistical significant differences due to the teaching method. This study agrees with (الحوالدة والعليمات، عبد) studies, which proved that the method of teaching affects positively retention. On the contrary, these studies contradict with the results that the researcher came to in her study which did not support that role-play affects retention positively.

From the Arab studies, there are three studies (عبد، الخوالدة والعليمات، الهersh ومقدادي) in which the researchers tried to investigate the effect of the teaching method in retention, the aim of these three studies agrees with the aim of the researcher in her study which was to investigate the effect of role-play in retention, but the results were different. The result of (عبد، الخوالدة والعليمات، الهersh ومقدادي) studies indicated that the method of teaching has positive effects in retention, while in the researcher study role-play strategy did not affect retention positively.

Summary

This chapter presented Arab and Foreign Studies which dealt with role-play as a strategy to improve learners' speaking skill and the learners' retention.

To summarize, from the previous review of the related literature, the researcher concluded the following:

Role-play activities are activities in which the learners practice language appropriate to the situations they are placed in. In this way learners are not frightened of making mistakes, because the teacher doesn't correct every mistake that the learners make, on the contrary, the teacher is tolerant in correcting learners' mistakes.

The semi-structured conversation role-plays are suitable for the sample of the study. Therefore, the researcher recommends English language teachers to adopt this strategy in teaching the 8th grade learners.

The evaluation of the speaking proficiency should test all components of the speaking skill; fluency, grammar, vocabulary, comprehension, and accent.

The FSI Oral Interview is the most widely used oral test. So the researcher used it in her study, after some amendments that (نقيب، 1999), had made in his study to make it suitable to the communicative language teaching.

Finally, the available literature about role-play is still in need to be enriched with empirical studies, specifically, Palestinian and Arab literature.

The researcher in surveying the related literature faced several problems, one of these problems was that most of the previous studies were foreign studies, and studies that were available to the researcher in the Arab World were few. This was a good reason for the researcher to do this experimental study.

Rapaport (1975), in his study found that there was some progress on the different components of the speaking skill, but the development is statistically insignificant, the highest progress was in comprehension and this result agrees with the result that (الجبالي، 1996) came to, in his study.

Kodotchigova (2002), suggested role-play as one of the ways of teaching a foreign culture and for preparing learners for intercultural communication, also Lane and Rollnick (2005), in their review of the literature related to role-play in communication skills training, found that some studies indicated that the use of role-play in training leads to significant improvement in the use of communication skills.

Awbrey et al (2008), after conducting the study, they came to a conclusion that there was no increase in the learners' social skills, and they contributed it to the lack of growth in the learners socially.

Huang, in her study (2008), found that role play is a worthwhile learning experience for both, the teacher and the learners, because, the learners' English speaking, listening, and understanding will improve.

Both (1996 ونقيب، 1999 الجبالي), found that the experimental group subjects gained more progress than the control group subjects. But they did not agree on the speaking skill component that gained the highest progress, for in (1999 الجبالي) study, the learners achieved the highest progress in comprehension, while in (1996 ونقيب) study, the learners achieved the highest progress in fluency and vocabulary.

After applying his study, (أحمد، 2007) came to a conclusion that using role-play strategy in teaching, and the activities that followed, enabled the learners to practise the grammatical syntax rules included in the unit that was taught in positions similar to those in which the learners live.

Most of the previous studies indicated that role-play helps in improving the learners speaking skill. In his study (1999 الجبالي), found that there was some progress on the different components of the speaking skill, and the highest progress was in comprehension. Also in conducting his study, he came to the conclusion that the experimental group learners gained more progress than the control group learners, and this result agrees with this study which came to this conclusion. In this respect, (نقيب، 1996) in his study, concluded that there was no progress in the control group on the speaking skill components, while this study doesn't agree with his study results, because there was a mere progress on the speaking components in this study.

To investigate the effect of using flowcharts teaching method on immediate and postponed scientific achievement, self concept, and test anxiety of the 9th graders in Nablus governmental schools, (عبدو، 2010), the result in his study showed that there are no statistical significant differences by using the flowchart method on the immediate and postponed retention tests between the scientific achievement, achievement motive, self concept and test anxiety of the learners' means towards physics due to time. This does not agree with (الحوالة والعليمات، 2009), who tried to find an answer to the hypothesis that says: There are no statistical significant differences in retaining the concepts of environment for the 9th grade learners who were taught by using conceptual change texts strategy and those who were taught by using the traditional method.

The result proved that there were statistical significant differences in retaining the concepts of environment for the 9th graders who were taught by using conceptual change texts strategy and those who were taught by using the traditional method.

Finally, the researcher considers this study an extension to the previous studies that investigated the effect of role-play strategy on improving the learners' speaking skill. And, by carrying out this study, the researcher hopes to enrich the empirical studies in this field of English teaching and evaluation.

Chapter Three

Methodology

Chapter Three

Methodology

Introduction

The general purpose of this study is to investigate the effect of using role-play strategy in teaching English on improving the speaking skill of the 8th grade learners in Ramallah Educational Governorate Schools.

This chapter deals with the methodology and procedures employed in conducting the study.

The following sections are presented: 1- the population of the study, 2- the study sample, 3- the instruments, 4- the pilot study, 5- the variables of the study, 6- the validity and the reliability of the test, 7- the rating of the interview, 8- the scoring of the test, 9- the statistical design, and the statistical analysis used for analyzing its results, and finally a summary of the procedures.

3.1 Population of the Study:

The population of the study consisted of all female learners in the 8th grade in Ramallah Educational Governorate Schools in the second semester of the scholastic year 2010/2011.

According to the records and registers of the Ministry of Education, the total number of the schools which included 8th grade female learners are (71) schools, (46) of them are female secondary schools, and (25) are basic and mixed schools.

The total number of the 8th grade female learners who studied "English for Palestine" in the scholastic year 2010/2011 was (2512) in Ramallah and Al-Bireh Governorate schools.

Appendix (7) shows the distribution of the population of the study, name of the school, and number of female learners.

3.2 Sample of the Study

The sample of the study is purposive, it consisted of (66) learners taken from a population of (2512) learners of the EFL learners at the 8th grade in the governmental schools in the Directorate of Education in Ramallah. The sample was consisted of sections (A and C) in Bint Al- Aztar Secondary Girls School. Section (A) is the experimental group and section (C) is the control group.

These sections were selected in this study as a purposive sample due to the following reasons:

- 1- The same teacher teaches the two sections.
- 2- Cooperation of the school principal and her permission of conducting the experiment.
- 3- The teacher's cooperation and her acceptance of conducting the experiment.
- 4- The easiness of reaching the school.

The researcher selected the sample of the study (the experimental and control group) from the three sections of the 8th grade in Bint Al-Azwar Secondary Girls School randomly. She wrote the three sections (A,B,C) on three pieces of paper and the teacher who was going to apply the planned lessons for the experimental and control groups took two papers randomly and section (A) was the experimental group and section (C) was the control group. The two groups were homogeneous, they had much in common. The ages of the learners were between 13 and 14 years old, they all had the same educational and environmental circumstances, and the same teacher teaches them English.

Table (3.1) shows the number of the learners in each group.

Table (3.1): The number of the learners in the sample of the study

| Group | Number of Learners |
|-------------------------------|---------------------------|
| The Experimental Group | 33 |
| The Control Group | 33 |
| Total | 66 |

The design of the study

The design used in this study was the experimental design, which means using a pre-test, a post-test and a retention test for the experimental group and the control group.

Table (3.2) shows the Experimental Design of the Study.

Table (3.2): The Experimental Design of the Study

| | | | | | |
|-------------------------------|----------|----------------------|----------------------|----------------------|----------------------|
| The Experimental Group | R | O₁ | T₁ | O₂ | O₃ |
| The Control Group | R | O₄ | T₂ | O₅ | O₆ |

R= Random assignment

O₁ = A pre-test for the experimental group.

O₂ = A post-test for the experimental group.

O₃ = A retention test for the experimental group.

O₄ = A pre-test for the control group.

O₅ = A post-test for the control group

O_6 = A retention test for the control group.

T_1 = A proposed way of teaching (role-play).

T_2 = A traditional way of teaching.

This table shows that there are two randomly selected groups in this study. The experimental group (the proposed way of teaching) and the control group (the traditional method of teaching) were pre-tested on the speaking proficiency variables: accent (pronunciation), grammar, vocabulary, fluency and comprehension. At the conclusion of the four weeks of application of the proposed teaching method, all the subjects were post-tested on the same variables. And after 2 weeks the experimental group and the control group were tested in order to measure their retention.

3.3 Variables of the Study:

1-The independent variable

This study has one independent variable. The independent variable is the method of teaching. This variable has two levels:

- 1- The role-play method.
- 2- The traditional way of teaching (actual teaching at schools).

2. The dependent variable

The dependent variables are:

- 1- The improvement of the speaking skill that has the following components: accent (pronunciation), fluency, vocabulary, grammar, comprehension.
- 2- The retention.

3.4 Instruments of the Study:

1-An Interview Test

The researcher used the oral interview test because it is the most common of all oral tests. It is a face to face exchange between the learner and the interviewer. It also allows people a degree of freedom to say what they think.

To build the test, the researcher surveyed the related literature, which recommended taking the following points into consideration in designing an interview test (Hughes, 1989):

- 1-The test should begin with a refreshing start. That is, it should begin with warming up questions.
- 2-A description of a familiar picture to the interviewee.
- 3-A role-play activity should be involved.
- 4-Two interviewers should conduct the interview.
- 5-The time of the interview should not exceed 30 minutes.

Taking into consideration the above mentioned points, the researcher built the following questions in the interview test:

- 1- What's your name? How old are you? Where do you live? When do you usually get up?
- 2- A friend invites you to a party on an evening when you want to stay at home. In your own words, apologize to her because you are not able to attend her party.
- 3- Look at this picture. Please tell us what you see in this picture.

This test was judged by several English language teachers. After having the approval of the supervising professor, and before applying the test, the researcher asked the teacher, who was going to apply the planned lessons, to advise her to choose one of the pictures that she prepared to use it in the test.

The researcher used this interview test as a pre-test and a post-test for the sample of the study.

It is important to mention that three experienced teachers took part in interviewing the subjects and evaluating the test.

A Guide for the Teacher

The researcher prepared a guide for the teacher (Appendix 5) to show her when to use the role-play strategy in teaching the material for the 8th grade that consisted of two units (unit 14 and 15) from the Palestinian Curriculum "English for Palestine".

3.5 Validity of the test and guide

The valid test is the one that measures exactly what it is intended to measure. Also it should be within the students' level. Moreover it should test all the components of the skill (Hughes, 1989).

In order to achieve this validity, the researcher surveyed the related literature on testing the five components of the speaking proficiency. And she followed the following steps:

- 1- Three interviewers interviewed the learners.
 - 2- The test was tape recorded for future reference and for scoring.
 - 3- The test was within the learners' level, and if the learners could not understand something, the interviewers would paraphrase it to them.
 - 4- Moreover, the test was approved by the supervising professor after making some changes concerning the questions. This means that the questions were rephrased to suit the 8th grade learners.
- The test was given to a jury of English language specialists: four university PhDs and three experienced teachers from the Ministry of Education in order to elicit their views about the accuracy of the test (Appendix 4).
 - The guide was given to a panel of three English supervisors from the Directorate of Education in Ramallah and two experienced English language teachers. (Appendix 6).

3.6 Reliability of the test

A pilot study was applied in order to measure the reliability of the test.

The pilot study was conducted on ten learners. The researcher used a test and re-test with a period of two weeks between them. The results were analyzed by using Pearson correlation test. The reliability was (0.73). This means that the test was sufficiently reliable to be used in the experiment of the study. Those (10) learners were excluded from the sample of the study.

This result is considered high for oral production tests compared to other kinds of tests. For example, the (0.73) is considered high for speaking tests while it is considered low for reading tests whose range is from (.90) to (.99), whereas speaking tests range is from (.70) to (.79). (Hughes, 1989).

3.7 The rating of the interview

The rating that the researcher adopted in this study is the Oral Interview Service Institute (FSI) rating. This kind of rating involves using:

- 1- A weighting table.
- 2- A conversion table.
- 3- Levels of the speaking proficiency.

The weighting table (as it is suggested by FSI) is as follows:

Table (3.3): The Weighting Table

| Proficiency Description | 1 | 2 | 3 | 4 | 5 | 6 |
|--------------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| Accent | 0 | 1 | 2 | 2 | 3 | 4 |
| Grammar | 6 | 12 | 18 | 24 | 30 | 36 |
| Vocabulary | 4 | 8 | 12 | 16 | 20 | 24 |
| Fluency | 2 | 4 | 6 | 8 | 10 | 12 |
| Comprehension | 4 | 8 | 12 | 15 | 19 | 23 |
| Total | | | | | | 99 |

(Oller, 1979: 323)

It is worth mentioning that the suggested weighting table is in favor of the structural accuracy. The mark given for grammar is worth three times than that given for fluency and almost one time than that given for comprehension.

In this respect, the researcher thinks that fluency is the main principle of the communicative teaching. This means that the teaching should be centered on language immediate needs. The priority is for the communication of meaning rather than the form (Byrane, 1979).

Besides, comprehension should precede production. So, the learners should be exposed to tasks with comprehensible inputs, and so they could produce and use language freely and communicatively. (Krashen, 1983)

Therefore, the researcher found it necessary to make some alternations in the weighting table in favor of fluency and comprehension. So she discussed this matter with her supervisor, and obtained his approval to make these alternations.

Table (3.4) shows the Amended Weighting Table

Table (3.4): The Amended Weighting Table

| Proficiency Description | 1 | 2 | 3 | 4 | 5 | 6 | |
|--------------------------------|-------------|-------------|-------------|-------------|-------------|-----------|-----------|
| Accent | 0.66 | 1.32 | 1.98 | 2.64 | 3.3 | 4 | |
| Grammar | 3.3 | 6.6 | 9.9 | 13.2 | 16.5 | 20 | |
| Vocabulary | 4 | 8 | 12 | 16 | 20 | 24 | |
| Fluency | 4 | 8 | 12 | 16 | 20 | 24 | |
| Comprehension | 4.5 | 9 | 13.5 | 18 | 22.5 | 27 | |
| Total | | | | | | | 99 |

(Naqeeb, 1999: 29)

This table shows the following changes:

- The researcher took (16 marks) from grammar and distributed them between fluency and comprehension.
- Fluency was given (12 marks) to become 24.
- The comprehension was given (4 marks) to become 27.
- The pronunciation mark was distributed evenly on the five points since every one pronounces whether intelligible or unintelligible sounds, but the sixth point was a little bit higher to determine its significance.

In this study, the researcher scored the learners' interviews according to the Amended Weighting Table. Consequently, the final score of the learner was the total achievement on the five components of speaking proficiency, each of which has six points as mentioned in the marking sheet (see appendix 9).

To make the Amended Weighting Table on the six-point components of the speaking proficiency clear, the researcher will present the following example:

| Student Number (1) | Variables | Achievement on the six-point rating | Score |
|-------------------------------|-------------------------------|--|-----------------|
| | Accent (pronunciation) | 1 | 0.66 |
| | Grammar | 2 | 6.6 |
| | Vocabulary | 2 | 8 |
| | Fluency | 3 | 12 |
| | Comprehension | 4 | 18 |
| | Total | | 45.26\99 |

The resultant score is then looked up in the conversion table which converts the score into the described levels.

Table (3.5) shows The Conversion Table as suggested by (FSI).

Table (3.5): The Conversion Table as suggested by (FSI).

| The total score from the weighting table | FSI Level |
|---|------------------|
| 16-25 | 0+ |
| 26-32 | 1 |
| 33-42 | 1+ |
| 43-52 | 2 |
| 53-62 | 2+ |
| 63-72 | 3 |
| 73-82 | 3+ |
| 83-92 | 4 |
| 93-99 | 4+ |

(Oller, 1979: 323)

The five levels, according to which we can determine the speaking proficiency level of the learner, are as follows:

- 1- Able to satisfy routine travel needs and minimum courtesy requirements.
- 2- Able to satisfy routine social demands and limited work requirements.
- 3- Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics.

- 4- Able to use the language fluently and accurately on all levels normally pertinent to professional needs.
- 5- Speaking proficiency equivalent to that of an educated native speaker.

(Oller, 1979, p. 321)

For the purpose of illustration, the researcher will clarify the relationship between the conversion table and the five levels of speaking proficiency as follows:

- If the learner gets a score between (16-25), this score is converted into the level (0+). This means that the learner has no practical speaking proficiency. He only knows a few isolated words or phrases.
- If the learner achieves a score between (26-32), this score is converted into the level (1). That is, the learner is able to satisfy ordinary courtesy requirements.
- If the learner has a score between (33-42), this score is converted into the level (1+). This means that the learner is half-way between levels (1) and (2). That is to say, the learner is improving, but still s/he is making errors attributed to level (1).
- If the learner obtains a score between (43-52), this score is converted into level (2). In other words, the learner is able to talk about concrete subjects in some detail.
- If the learner gets a score between (53-62), this score is converted into level (2+). That is, the learner is good at the vocabulary of the next higher level which is level (3), but he falls short in grammar.
- If the learner achieves (63-72), this score is converted into level (3). This means that the learner is able to express his opinions. He doesn't need to grope for words.
- If the learner gets a score between (73-82), this score is converted into level (3+). In other words, the learner is half way between level (3) and (4). He still makes errors of level (3) regarding vocabulary.
- If the learner has a score between (83-92), this score is converted into the level (4). This shows the learner's ability to use the language fluently and accurately on all levels.
- And finally, if the learner gets a score between (93-99), this score is converted into level (4+). This means that the learner is able to speak as fluently as native speakers do.

3.8 Scoring the test

The researcher selected three experienced teachers to score the test. All have B.A. degree in teaching English.

The three scorers were trained as follows:

- The researcher familiarized them with the rating system according to the Amended Weighing Table. In other words, the researcher recommended scoring each component of the speaking proficiency on a six point scale (see appendix 10).
- Each scorer was provided with a marking sheet (See appendix 8 for the marking sheet)
- The scorers were reminded to avoid relying on accuracy in their final assessment.
- The researcher tested this training on the test-retest method. The scorers showed high degree of reliability.

The following procedures were used in scoring:

The tape recorded interview had three parts. Each part should be marked on the five components out of 99. That is, the scorers should listen to each part and mark it accordingly. Let us look at this example of scoring:

Table (3.6) explains the scoring of the test

Table (3.6): An Example of Scoring the Test

Student Number (1)

| Components | Accent | Grammar | Vocabulary | Fluency | Comprehension | Total |
|--------------------------|--------------------------|---------|------------|---------|---------------|-------|
| Part one (Warming up) | 1.32 | 4.95 | 6 | 4 | 9 | 25.27 |
| Part two (Role-play) | 1.32 | 4.95 | 6 | 4 | 9 | 25.27 |
| Part three (Description) | 1.32 | 9.9 | 8 | 6 | 13.5 | 38.72 |
| Total divided by 3 | 89.26\3= 29.75 out of 99 | | | | | |

- The three totals of the three parts are then added and to be divided by three:

$$25.27 + 25.27 + 38.72 = 89.26$$

$$89.26 \div 3 = 29.75$$

29.75 out of 99 is the final score for this learner.

- If the three scorers had different final scores for the learner, their three final scores for the same learner will be added and then divided by three.

3.9 The statistical analysis

The researcher used the means, standard deviations, and t-test in this study.

3.10 Procedures and Data Collection

This study was conducted in the second semester of the scholastic year 2010\2011, at Bint Al-Azwar Secondary Girls School. During the application of this study, the researcher carried out the following procedures:

- 1- The researcher got a permission letter from the Deanship of Graduate Studies in Al-Quds University to facilitate the work in the school.
- 2- The researcher got an approval from the Directorate of Education in Ramallah for applying the research in Bint Al-Azwar Secondary Girls School.
- 3- The researcher took down the names of the schools that have 8th grade female learners and the numbers of the learners in each school.
- 4- The researcher assigned the population of the study which consisted of all 8th grade female learners at the governmental schools in Ramallah Governorate in the scholastic year 2010/2011 during the second semester.
- 5- The researcher assigned the purposive sample of the study from Bint Al-Azwar Secondary Girls School to apply the procedures of the study. The experimental group was the 8th grade section (A) and the control group was section (C). The experimental group was taught the instructional material by using the role-play strategy. On the other hand, the control group was taught by the traditional (actual) way of teaching. It is worth mentioning that the same teacher taught both the experimental and control group.
- 6- The researcher applied an interview test, as an appropriate instrument for evaluating the oral proficiency, after surveying the related literature, and having the approval of the supervising professor. The test included three parts: warming up questions, a role-play activity, and a description of a picture that is a familiar to the

- learners. In fact, it fulfilled the requirements of a valid test since it tested all the components of the speaking proficiency within the learners' level.
- 7- To determine the reliability of the test the researcher applied a pilot study in order to examine its reliability. The pilot study was conducted on ten learners. The researcher used a test and re-test with a period of two weeks between them. The results were analyzed by using Pearson correlation test. The reliability of it was (0.73). This means that the test was sufficiently reliable to be used in the experiment of the study. Those (10) learners were excluded from the sample of the study.
 - 8- To determine the homogeneity of the experimental group and the control group, the researcher made equivalence between them by making a comparison between the two groups' pre-tests on the variables of the study. The results showed that they were homogeneous before the application of the proposed way of teaching (t value was (-.300) and (sig) was (.765).
 - 9- The researcher conducted a pre-test, a post-test, and a retention test. Also the researcher prepared a guide to show the teacher when and where to use role-play while teaching the two units (14 and 15).
 - 10- The pre-test (oral interview) was conducted for the experimental group and the control group.
 - 11- This experiment took four weeks through which two units (unit 14 and 15) were taught. The experimental group was taught by using mainly role-play and other activities that help the learners to speak whenever and wherever possible. These activities were: reading aloud, oral activities, speaking activities, pair work, and group work. On the other hand, the control group was taught by the actual way of teaching, that is, the teacher should avoid using role-play.
 - 12- The post-test (oral interview) was conducted for the experimental group and the control group after the application of the study.
 - 13- The retention test (oral interview) was conducted for the experimental group and the control group after two weeks from conducting the post-test.

Summary

To summarize, chapter three presented a description of the population and the sample of the study. It also presented a description of the procedures of the study and the data collection.

In addition to this, the instrument of the study and the reliability and validity procedures of the instrument were briefly explained.

Moreover this chapter included the different tables that showed the distribution of the population and the sample of the study.

Finally, the two groups (the experimental group and the control group), were post-tested by three experienced English language teachers. And scoring the test was accomplished by three experienced English language teachers, who scored the test in accordance with The Amended Weighting Table.

The results of the experimental group and the control group were treated statistically using t-test to determine the effect of the proposed teaching method.

Chapter Four

Results and Discussions

Chapter Four

Results and Discussions

Introduction

This study aimed to investigate the effect of role-play strategy on improving 8th grade learners' speaking skill. Therefore, it investigated the effect of the proposed way of teaching (role-playing) and the traditional way of teaching.

The subjects participating in this study were (66) learners from the 8th grade. The researcher assigned the experimental group and the control group randomly, the teacher taught the experimental group using role-play strategy, whereas, the control group was taught by the same teacher but without any use of role-play.

This chapter outlines the results of the study which would hopefully answer the questions of the study. The study had two questions, from which two hypotheses were derived.

The researcher conducted three tests (a pre-test, a post-test and a retention test). So the experimental group and the control group were tested three times on the speaking proficiency. The scores of the pre-test, the post-test and the retention test were treated statistically. The researcher used the means, standard deviations and t-test in order to investigate the hypotheses of the study.

4.1 Results related to the first hypothesis

The first hypothesis is: there are no significant differences at the ($\alpha=0.05$) level in the mean scores of the 8th grade learners between the post-test of the experimental group and the post-test of the control group.

To examine this hypothesis, the researcher concentrated on the results related to the experimental group and the control group post-tests, which determine the effect of the proposed way of teaching (role-playing).

To determine this effect, the paired sample t-test was used as shown in table (4.1).

Table (4.1) shows the means, standard deviations and t-test in the speaking skill in the post-test for the experimental group and the control group.

Table (4.1): Means and Standard Deviations and t-test in the Speaking Skill in the Post-test for the Experimental Group and the Control Group.

| Group Statistics | | | | | |
|------------------|---------------------|-----------|--------------|----------------|-----------------|
| Type of test | Type of group | N | Mean | Std. Deviation | Std. Error Mean |
| Post-test | Experimental | 33 | 60.13 | 14.78 | 2.57 |
| | Control | 33 | 51.15 | 17.52 | 3.05 |

| Independent Samples t-test (Experimental and Control Groups) | | | | |
|--|--------------|-----------|-----------------|-----------------|
| Post-test | | | | |
| t-test for Equality of Means | | | | |
| | T | df | Sig. (2-tailed) | Mean Difference |
| Equal variances assumed | -2.24 | 64 | .028 | -8.97 |

Significant at ($\alpha=0.05$), critical t (-2.24), df (64)

Table (4.1) shows that the computed t-test value on the speaking skill as a whole was (-2.24) and sig was (.028) which is lower than ($\alpha=0.05$) level. This means that there are significant differences at the ($\alpha=0.05$) level on the speaking skill between the post-test of the experimental group and the post-test of the control group. Consequently, we refuse the null hypothesis which says there are no significant differences at the ($\alpha=0.05$) level in the mean scores of the 8th grade learners between the post-test of the experimental group and the post-test of the control group and we accept the alternative hypothesis which says there are significant differences at the ($\alpha=0.05$) level in the mean scores of the 8th grade learners between the post-test of the experimental and the post-test of the control group. And referring to the mean scores of the experimental group in the post-test we see that the mean scores of the post-test was (60.13) which is higher than that of the post-test of the control group (51.15), so we find that the significant differences are in favor of the post-test of the experimental group.

This means that role-play strategy develops the learners' speaking skill more than the traditional (actual) way of teaching.

4.2 Results related to the second hypothesis

The second hypothesis is: there are no statistical significant differences at the ($\alpha=0.05$) level in the mean scores of the 8th grade learners' speaking skill in the retention test between the experimental group and the control group.

The time between the two tests was two weeks.

To examine this hypothesis, the researcher compared the results between the experimental group and the control group in the retention test, for, it determines which is higher, the experimental or the control group learners' achievement.

To determine this effect, the independent sample t-test was used as shown in table (4.2).

Table (4.2) shows a comparison between the experimental group and the control group in the retention test on the speaking skill variables.

Table (4.2): A Comparison Between the Experimental Group and the Control Group in the Retention Test on the Speaking Skill Variables.

t-test

| Group Statistics | | | | | |
|--------------------|----------------|----|-------|----------------|-----------------|
| | Type of test | N | Mean | Std. Deviation | Std. Error Mean |
| Experimental group | Retention test | 33 | 54.76 | 14.74 | 2.56 |
| Control group | Retention test | 33 | 53.58 | 13.80 | 2.40 |

| | T | Df | Sig. (2-tailed) |
|-------------------------|------|----|-----------------|
| Equal variances assumed | -.33 | 64 | .73 |

Significant at ($\alpha=0.05$), df (64)

Table (4.2) shows the mean scores of the experimental group and control the group in the retention test. We notice that (t) value which is (-.33) and (sig) is (.73) is higher than ($\alpha=0.05$). The differences are not significant, so the null hypothesis is accepted.

Summary

In brief, this chapter has been devoted to the presentation and analyses of the data collected through the tests. The result was clarified statistically by using different tables that indicated them.

The results can be summarized as follows:

- 1- The results of the first hypothesis indicated that there were statistical significant differences in the mean scores of the 8th grade learners' speaking skill between the experimental group and the control group in the post-test in favor of the experimental group.
- 2- The results of the second hypothesis indicated that there were no statistical significant differences in the mean scores of the 8th grade learners' speaking skill between the experimental group and the control group in the retention test.

Chapter Five

Conclusions and Recommendations

Chapter Five

Introduction

This study aimed at investigating the effect of role-play strategy in improving 8th grade learners speaking skill in Ramallah Governorate Schools.

In this chapter the researcher discussed the results of the study, and came up to the conclusions and offered some recommendations.

This chapter dealt with the results related to the two hypotheses of the study:

5.1 Results of the first hypothesis

The results did not support the null hypothesis, they indicated that there was statistical significant differences in the mean scores of the learners' speaking proficiency in the post-test between the experimental group and the control group in which (t) value was (-2.24) and (sig) was (.028). The mean scores was in favor of the experimental group ((60.13) while the control group mean scores was (51.15). this means that the difference was in favor of the experimental group and after applying the role-play strategy.

This result agrees with the results of the study which was conducted by Al-Jabali (1996) in which agreed that the use of role-playing in the classroom would sustain conversational interaction and the learners' speaking clearly, confidently and logically. This increase is ascribed to the factors that were put into consideration during the application of the proposed way of teaching (role-play). That is to say that the subjects were provided with a variety of activities in which they practiced language in real life situations and they had the chance to speak wherever it was possible.

With respect to the evaluation, the semi-structured interview was used. In other words, the subjects were given enough time to answer or give an opinion. For certain subjects, the interviewers gave hints and clues to help the subjects to proceed and continue the interview (Oller, 1979). For the factors mentioned above, there were statistical significant differences on the speaking skill in favor of the experimental group. So, the researcher supports using role-play strategy in teaching English to improve the learners' speaking skill.

5.2 Results related to the second hypothesis

The results supported the null hypothesis which says that there are no statistical significant differences at the ($\alpha=0.05$) level in the mean scores of the 8th grade learners' speaking skill in the retention test between the experimental group and the control group.

The results showed that, the (t) value is (-.33) and Sig is (.737) which is higher than the ($\alpha=0.05$) level. So the null hypothesis is accepted.

Conclusion

Going through this chapter, we notice the following:

- 1- There were statistical significant differences in the speaking skill due to the group in favor of the experimental group.
- 2- Role-play improved certain speaking proficiency components.

In fact, the researcher believes that the findings of her study agreed with many studies such as the studies of (نقيب، 1999 والجبالي، 1996), who supported using role-play strategy to improve learners' speaking skill. The researcher considers that the findings of her study agreed with the findings of their studies in that there was some progress on the different components of the speaking skill. In addition to this, the experimental group gained more progress than the control group.

Recommendations

Taking the results of this study into consideration, the researcher recommended the followings:

- 1- The researcher recommended English language teachers to encourage learners to practise speaking English language wherever it is possible.
- 2- The researcher recommended the Palestinian Ministry of education to increase the number of English language lessons (to add 2-3 lessons per week), this will help the teacher to find time for the learners to practise speaking the English language in class. This also will help the teacher to cover the assigned teaching material in the text books and find an opportunity to the learners to practise the language.

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Appendixes

Appendix (1)

A letter from al-Quds University Deanship of Graduate Studies to the Ministry of Education

Faculty of Educational Science
Graduate Studies Programs

كلية العلوم التربوية
برامج الدراسات العليا

الرقم: ب د ع/11/18/599/46
التاريخ: 2011/03/19

حضرة مديرة مدرسة بنات بنت الأزور الثانوية المحترمة
محافظة رام الله والبيرة

الموضوع: تسهيل مهمة

تحية طيبة وبعد،،
تقوم الطالبة : فخرية أحمد خميس نصار ورقمها الجامعي (20913052)، بدراسة تتعلق
برسالة ماجستير، بعنوان

The Effect of Role-play Strategy on Improving Student's English Speaking
skill in Rammalla Governorate Schools

لذا يرجى من حضرتكم تسهيل مهمة الطالبة المذكورة أعلاه والتعاون معها، ولتطبيق الدراسة
خلال الفصل الثاني 2010/2011.

شاكرين لكم حسن تعاونكم




والله الموفق

د. محسن محمود عدس

منسق برنامج أساليب التدريس/ كلية العلوم التربوية

Appendix (2)

A Written Approval from the Ministry of Education

| | | |
|--|---|---|
| Ministry of Education & Higher Education Directorate of Education Ramallah & AL-Bireh |  | وزارة التربية والتعليم العالي مديرية التربية والتعليم / رام الله والبيرة |
| الرقم: 4620/3/1 التاريخ: 23 / 3 / 2011م الموافق: 18 / 4 / 1432هـ | | |
| السيدة مديرة مدرسة بنات بنت الأزور الثانوية المحترمة تحية طيبة وبعد،، | | |
| الموضوع: تسهيل مهمة الإشارة: كتاب معالي وزيرة التربية والتعليم العالي رقم : و ت / 3291/28/30 بتاريخ 2011/3/20م لا مانع من قيام الطالبة " فخرية أحمد خميس نصار " من إجراء دراستها الميدانية بعنوان (The Effect of Role-Play Strategy on Improving , Students English Speaking Skill "in Ramallah Governorate Schools) وتطبيق الاختبار المعد لهذه الغاية على طالبات الصف الثامن الأساسي ، على أن تكون خارج نطاق الحصص الدراسية وأن لا يؤثر ذلك على سير العملية التعليمية . . | | |
| مع الاحترام،، | | |
|  أ. أيوب عليان مدير التربية والتعليم |  | نسخة / النائب الفني المحترم نسخة/ النائب الإداري المحترم التعليم العام م. ع. ه. ب. |

Appendix (3)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الموضوع: تحكيم أداة بحث

أداة البحث: اختبار قبلي

المادة: اللغة الانجليزية

الصف: الثامن الأساسي

تحية وبعد،

الرجاء إبداء الرأي في إعداد هذا الاختبار الذي يهدف إلى التعرف على مستوى
طلبة الصف الثامن الأساسي في المدارس الحكومية في مهارة المحادثة في اللغة
الانجليزية بغرض إجراء دراسة تجريبية.

عنوان الرسالة:

The Effect of Role-Play Strategy on Improving Students'

English Speaking Skill in Ramallah Governorate Schools

شكراً لتعاونكم

الاسم:

الشهادة العلمية:

اسم المؤسسة\ المدرسة:

التاريخ:

الباحثة: فخرية أحمد نصار

التخصص: أساليب تدريس\ لغة انجليزية

Dear Teacher,

Kindly read the enclosed test carefully and rate its suitability to the 8th grade level on a scale rating from 1 to 5, (1 being very easy to 5 very difficult), as far as students' language proficiency is concerned, taking into consideration that the test is an oral interview.

Thank you for your cooperation

.....
Tick the box that corresponds to your choice opposite each of the enclosed test questions.

| Question No. (1) | Very easy (1) | Easy (2) | Moderate (3) | Difficult (4) | Very Difficult (5) |
|---------------------|------------------|-------------|-----------------|------------------|-----------------------|
| Accent | | | | | |
| Grammar | | | | | |
| Vocabulary | | | | | |
| Comprehension | | | | | |
| Fluency | | | | | |

| Question No. (2) | Very easy (1) | Easy (2) | Moderate (3) | Difficult (4) | Very Difficult (5) |
|---------------------|------------------|-------------|-----------------|------------------|-----------------------|
| Accent | | | | | |
| Grammar | | | | | |
| Vocabulary | | | | | |
| Comprehension | | | | | |
| Fluency | | | | | |

| Question No. (3) | Very easy (1) | Easy (2) | Moderate (3) | Difficult (4) | Very Difficult (5) |
|---------------------|------------------|-------------|-----------------|------------------|-----------------------|
| Accent | | | | | |
| Grammar | | | | | |
| Vocabulary | | | | | |
| Comprehension | | | | | |
| Fluency | | | | | |

Further recommendations:

- 1-
-
- 2-
-
- 3-
-
- 4-
-

Teacher's name:

Oral Interview

❖ Question Number One (5 minutes)

- What's your name? How old are you? Where do you live? When do you usually get up?

❖ Question Number Two (3 minutes)

- A friend invites you to a party on an evening when you want to stay at home.

In your own words, apologize to her because you are not able to attend her party.

❖ Question Number Three (12 minutes)

- Look at this picture? Please tell us what you see in this picture.

Appendix (4)

The Committee of Judges:

| | |
|-------------------------|---------------------------------------|
| Dr. Omar Al-Najar | Al- Quds University |
| Dr. Naim Afaneh | Al- Quds University |
| Dr. Azem Assaf | Bir Zeit University |
| Dr. Wael Abdeen | Bir Zeit University |
| T. Shireen Al-Halabeieh | Abo-Dees Girls Secondary School |
| T. Nipal Abo-Reesh | Abo-Dees Girls Secondary School |
| T. Aida Mohammad Fawaqa | Bint- Al-Azwar Secondary Girls School |

Appendix (5)

Deanship of Graduate Studies



Al- Quds University

**The Effect of Role-Play Strategy on Improving
Students' English Speaking Skill in Ramallah
Governorate Schools**

Master Thesis

Fakhriah Ahmad Nassar

Jerusalem- Palestine

1432-2011

Dear Sir

In termination of the requirements for the thesis that is entitled

"The Effect of Role-Play Strategy on Improving Students' English Speaking Skill in Ramallah Governorate Schools", the

researcher prepared a guide in English language. This guide consists of two units (fourteen and fifteen) for the 8th grade students. It aims that English language teachers encourage the students practice speaking English wherever and whenever it is possible.

I'm hoping from the respectable supervisor to check it and to suggest things to be added or deleted.

With great respect,

The Researcher

Fakhriah Ahmad Nassar

English for Palestine

8th Grade

A Guide for the Teachers

Unit 14

When Islam came to Spain

Lessons 1 and 2

Materials:

Student's Book (page 82 and 83)

Work Book (page 78 and 79)

Cassette

Objectives

- 1- Vocabulary: house work.
- 2-Listen to, and read a conversation.
- 3-Use two-part and three-part verbs.
- 4-Practise speaking.
- 5- Do a role-play.
- 6-Learn the words highlighted in the texts.

Opener

-The teacher plays a game with the students.

1-The teacher acts as if she is washing the dishes and asks the students: ***What am I doing?***

A student answers: ***You are washing the dishes.***

2- The teacher acts as if she is cleaning the window and asks the students: ***What am I doing?***

A student answers: ***You are cleaning the window.***

The students guess the activity.

The teacher repeats other household tasks, she asks the students to guess what is she doing?

- Then the teacher asks individual students to act out an activity. The other students guess the activity.

Vocabulary and Listening

- 1- Match the expressions (1-10) and pictures (a-j).
- The teacher reads the expression in (1) {***clean the windows***} and ask the students to match it with an icon.
- The students match the other expressions and icons individually.

Reading Aloud

- The teacher asks various students ***to read what they wrote.***
- 2- Tick jobs that you sometimes\ always\ often do.
 - Students tick jobs (1-10) that they do in their houses.

Speaking Activity

- The teacher asks various students ***to say the jobs they do in their houses.*** {Exercise (1),(2) and (3) Workbook page 78- 79}.

Oral Activity

- After the students do the exercises the teacher arrange the class into groups and ***asks each group to do it orally.***
- 3- Work with a partner. Ask and answer questions about the jobs that you do.
 - The teacher chooses a student, and asks ***What jobs do you do?***

Oral Activity

- The teacher asks various students ***to ask questions and give replies*** such as
Do you often tidy your room?
 And
How often do you take out the rubbish?

Pair Work

- The ***students ask and answer similar questions in pairs.***
- 4- Describe what is happening in the picture below.

Oral Activity

- The teacher encourages the ***students to talk*** and asks various students to ***describe orally*** what is happening in the picture.
- 5- Listen and check your ideas.

- The teacher plays the cassette while students listen and check their suggestions.

Role-play

- The teacher makes *pairs of students (one plays Sami's role and the other plays Mike's role)*.
- It is good if all the students do this activity.

6- Read and mark the sentences true (✓) or false (X). Correct the ones that are false.

- The teacher reads the first sentence to the students and asks *Is it true or false?* The students mark the answer in their books.

Oral Activity

- The students answer the rest of the questions *individually and orally* to encourage them to speak.

Reading Aloud

- The teacher asks individual students to *read the sentence* and say *True or False*.
- If the sentence is false, the teacher asks the student to correct it.

Language and Speaking

- The teacher reads the Box to the students. Making sure they understand that two part and three part verbs sometimes have special meanings that we can only guess from the context.

7-Use some two-part verbs from the Language Box to complete the questionnaire about young people's lifestyles.

- The teacher reads first question to the students and asks them to suggest two-part verbs to complete it.
- The teacher asks the students to complete the questions individually.

Oral Activity

- The teacher asks the *students to do it orally*.

8-Work with a partner

- The teacher asks the questions to individual students.
- The teacher encourages the students to add details to their answers, for example, *I always have to look for things to wear in the morning, but I can never find the right clothes, so I'm always late!*

Pair Work

- The students ask and answer the questions *in pairs*.
- The teacher asks various pairs of students to ask and answer questions.

9- Report your partner's most interesting answers to the class.

- The teacher encourages the students to tell what they have learnt.
- The teacher encourages the students to report like this (*He says he always has to look for things to wear in the morning. He says he can never find the right clothes.*)
- The teacher asks various students *to report other things in the same way*.

Work Book

Vocabulary

- 1- Match words to form expressions for jobs around the home.
- The students match the words which go together in the two columns.

Oral Activity

- The teacher asks various students *to say the expressions they formed from the two columns*.

Group Work

- 2- Divide the jobs in (1) into three groups (with two or more jobs in each group). Use (*ing*) forms of the verbs, e.g. *doing, eating, making*.
- The teacher says which activities to put in each category, for example, in *jobs that I like doing very much*, we could put *Doing the washing, and Looking after the children*.

Pair Work

- The teacher asks the students to work *in pairs* about what they wrote: *one student asks the question and the other answers it*.
- 3- Make statements from the three groups in (2).
- The teacher says example sentences about herself, for example, *I like doing the washing, I feel quite happy tidying up my room, I don't like washing the windows*.

Speaking Activity

- The teacher encourages the students to *say sentences about themselves*.

Two and three-part verbs (page 79)

- 4- Complete what the speakers are saying.
- The teacher reads the list of verbs in the box to the students.

- The students complete the speech bubbles with the verbs from the box.

Speaking Activity

- The teacher asks various students *to say what she wrote down*.

Lessons 3 and 4

Materials:

Student's Book (page 84 and 85)

Work Book (page 80 and 81)

Cassette

Objectives: students should be able to:

- 1- Read a text and make notes.
- 2- Use two-part verbs.
- 3- Practise speaking.
- 4- Learn the words highlighted in the texts.

Opener

- The teacher uses gestures to suggest that she is doing different housework activities, for example, ironing clothes.
- The students say what the teacher is doing.
- The teacher says different activities to the students, for example, ***Wash the dishes***. The students respond with suitable actions.

Reading and Vocabulary

- 1- Discuss these questions.
 - The teacher reads the questions to the students.
 - The teacher encourages students and asks several students *to tell what they know about Islamic Spain*.
- 2- Read and check the answers to (1a and 1b) and find out more about Islamic Spain.
 - The teacher gives the students time to read silent reading, the text, in detail.

Speaking Activity

- The teacher asks the students *to say in their own words* what new things about Islamic Spain they have learnt from the text.
- The teacher reads the ***Did you know ...? box*** to the students.

- The teacher encourages the students *to discuss* the impact of Islamic culture and discoveries on the world.
- The teacher can play the cassette. *Students read silent reading* and listen.

Reading Aloud

- This is an opportunity for the teacher to train *students to practise difficult pronunciations*.
- 3- Read and make notes
- The teacher reads the headings to the students.

Reading Aloud

- Several students *read the text aloud*.
 - The teacher will check the answers on the board.
- 4- Find opposites of the following in the text.
- The teacher reads phrase (a) page 85 to the students and asks them to find the opposite in the text.
 - The students find the rest of the opposites *individually*.

Pair work

- The teacher asks the students *to say the phrase and its opposite in pairs*.
- The teacher gives a chance to *all students to practice this activity*.

Language and speaking

- The teacher reads the Box (in the Student Book page 85) to the students. Making sure they understand that *some two-part verbs can split*.
- 5- Work with a partner. Ask and answer questions about the texts on pages 82 and 84.
- The teacher shows the students the texts on page 82 and 84.

Pair work

- The teacher reads the first example exchange. And chooses a *student to answer it*.
 - The *students ask and answer the rest of the questions in pairs*.
 - *Several pairs of students ask and answer the questions*.
- 6- Play the "broken robot" game.

- The teacher reads the example game to the students.

Speaking Activity

- The teacher *asks a student to give an instruction*, and the *teacher responds* as in the game.
- The teacher *repeats this with other students giving instructions* and *other students responding* to them.

Role-play

The teacher asks three students to do the "broken robot" game a role-play.

Work Book

Vocabulary

- 1- Look at the text on page 84 of the Students Book to find the irregular past forms of these verbs.
 - The students find the *irregular past forms* of the verbs in the text on page 84 of the Student's Book.
 - The teacher asks several students to give *other irregular verbs they know*.
- 2- Look at the list of the irregular verbs on page 112 to check your work.

Oral Activity

- The teacher asks the students to *find other irregular verbs in the list and say them orally*.
- 3- Complete the following with pairs of words from Exercise 4 on page 85 of the Student Book.
 - The teacher asks the students to look at Exercise 4 again on page 85 of the Students Book.
 - The students complete the sentences with pairs of words from the Exercise in the Student's Book.

Oral Activity

- The teacher asks various students *to say the sentences orally*.
- 4- Write questions and answers about the people's countries and nationalities.
 - The teacher reads the example conversation about Maria to the students.
 - The teacher shows the picture of *Mark, Sameer and Deema*.

Pair Work

- The teacher asks one student *to say the country and another one to say the nationality.*
- The teacher asks *several pairs of students to do this activity.*

Lessons 5 and 6

Materials:

Student's Book (page 86 and 87)

Work Book (page 82 and 83)

Cassette

Objectives

- 1- Read and understand a poem.
- 2- Vocabulary expansion.
- 3- Use two-part verbs.
- 4- Practise speaking.
- 4- Learn the words highlighted in the texts.

Opener

- The teacher uses *hand movements and gestures* to describe different geographical features such as *hill, valley, river, mountain, desert, ocean.*
- The students *say what the teacher is describing.*
- The teacher says the words to the students and they respond with appropriate hand movements and gestures.

Listening and understanding

- 1- Look at the poem quickly and answer these questions
 - The teacher reads the questions to the students.
 - The teacher gives the students 2 minutes to look at the poem, then the teacher checks their answers.

Oral Activity

- The teacher asks various students *to say the answers orally.*
- 2- Listen to the poem. Decide whether your answer to (1b) was correct.
 - The teacher plays the cassette to the students. While they listen they check their answers.

Reading Aloud

- The teacher asks several students *to read their answers.*

- 3- Listen again and underline all the "geography" words that you already know.
 - The teacher plays the cassette to the students. They underline the geography words they know.
- 4- Listen again and find new "geography" words in the pictures.
 - The teacher plays the cassette again and the students match the new words with the pictures.
- 5- Listen to your teacher's explanations. Then work out the meanings of these words (a) or (b).
 - The students work out the meaning of the other words themselves by choosing the correct meaning.
- 6-Mark the pairs of the words that rhyme.
 - The teacher reads the first line and asks ***Does anything in poem rhyme with geography? (no).***
 - The teacher reads the second line and asks ***What rhymes with places? (faces).***
- 7- Explain the last line in your own words. Say what sort of journey the writer means.

Speaking Activity

- The teacher selects individual students ***to explain the last line in their own words.***
- The teacher encourages the students ***to discuss the idea of "journey" in this poem.***
- The teacher encourages the students ***to express their own ideas.***

- 8- Listen and recite the poem.

Oral Activity

- The teacher plays the poem to the students again. Pause after each line, the ***students repeat the line chorally.***

Reading Aloud

- The teacher selects ***individual students to read one line*** each, moving around the class.

Speaking and Writing

- 9- Mike has to do a lot of things to finish his project. Work with a partner, and choose the correct verbs to complete the statements.

- The teacher reads the list of verbs in the box.
- The teacher asks the students which verb goes in the first space.

Pair Work

- The students complete the other sentences *in pairs*.

Oral Activity

- The teacher encourages them to *do it orally*.

10-Work with your partner again. Take turns to read out the statements.

- The teacher reads the words in the box to the students.
- The teacher asks the students to start the first sentence with *First* and *Finally* for the last statement.

Pair Work

- The students complete the rest of the description *in pairs*.

Work Book

- 1- Like Mike, you have to do some jobs at home. Choose from the verbs in the box.
 - The teacher reads the verbs in the box to the students.
 - The students complete the "*to-do*" list with 7 activities they have to do.
- 2- Listen to the tape and do the dictation.
- 3- Change the following to short forms. Take out letters that are not necessary, put words together, and add apostrophes.
 - The teacher reads the first verb and the short form answer.
 - The students write the short forms of the other verbs.

Oral Activity

- The teacher selects *individual students to do this task orally*.
- 4- Follow these steps to write your diary page about the jobs in 2.
 - The students choose four of the jobs.
 - The students write today's date at the top of the diary page.
 - The students complete paragraph (1) with sentences about these four jobs with *I have*.
 - The students complete paragraph (2) with sentences about the other four jobs with *I haven't*.
 - 5- Review new vocabulary. Complete the sentences with 10 of these new words.
 - The teacher reads the words in the box to the students.

- The students choose words from the box to complete the sentences.

Pair Work

- The students *read the sentences they wrote in pairs.*

Unit 15

Getting Married

Lessons 1 and 2

Materials:

Student's Book pages 88-89

Workbook pages 84-85

Cassette

Objectives: the students will be able to:

- 1- Read and listen to a conversation.
- 2- Use like, would like, would rather, would prefer.
- 3- Practise speaking.
- 4- Do a role-play.
- 5- Learn the words highlighted in the texts.

Opener

- The teacher asks the students if there have been any weddings in their families recently.
- The teacher will *encourage them to talk* about the celebrations and what they did.

Speaking Activity

- The teacher will give the students the words they need *to express themselves*.
- The teacher will try to get the words from the vocabulary group on page 88 on the board and make sure the students understand them.

Vocabulary and Listening

- 1- Listen and number the words in the order that you hear them.
 - The teacher reads the words in the box to the students.
 - The teacher plays the cassette while the students listen and number the words.

Role-play

- The teacher asks one student *to play the Western woman role, another student the Chinese man role, and a third student plays the Palestinian woman role*.
- 2- Listen and answer these questions.
 - The teacher plays the cassette while the students listen and answer the questions.

Role-play

- The teacher asks the students *to play the following roles: Mrs Kamal, Mike, Tina, Sami, and Nadia* (Student's Book page 88-89).

Oral Activity

- The students *answer the questions orally*.
- 3-Read and mark the sentences true or false. Correct the sentences that are false.
- The teacher reads the first sentence to the students and asks *Is it true or false?* The students mark the answer in their books.
 - The students answer the rest of the questions individually.

Reading Aloud

- Then the students individually read their answers and say true or false.
- The teacher asks them to correct the sentences that are false.

Language and Speaking

- The teacher will read the language Box to the students.
- The teacher makes sure that students understand that would like is different to like.
- Would like is used for making and accepting offers (e.g. Would you like to have another cup of tea).

4-Work with a partner. Make and respond to offers. Use *would like\ love\ prefer/ rather*.

- Then the teacher starts a conversation with a student.
- The teacher guides the students *to making suitable reply*.

Pair Work

- The teacher asks the students *to practise the conversation in pairs*.

Workbook

Vocabulary

- 1- Complete the paragraph with these words
 - The teacher reads the words in the box to the students.
 - The students complete the text with words from the box.
- 2- Find two more words that go with the word wedding.
 - The students find two more words in the conversation that go with wedding.
- 3- In the same way, collect other word pairs that you know.
 - The teacher asks the students to suggest other words that go with ***English, juice*** and ***programme***.

Offers and responses

- 4- Use the sentence parts to write conversation
 - The teacher points to the first picture and asks the students to complete the conversation with the sentence parts.

Role-play

- The students ***play the roles to complete the conversation orally***.

Lessons 3 and 4

Materials:

Student's Book pages 90-91

Work Book pages 86-87

Cassette

Objectives: the students will be able to:

- 1- Read a text.
- 2-Use "***to***" and "***in order to***".
- 3-Practise speaking.
- 4-Role-play.
- 5-Learn the words highlighted in the texts.

Opener

- The teacher gives each student a number from 1-3.

- The teacher writes this table on the board:
 - 1- wedding
 - 2- bride
 - 3- groom

Speaking Activity

- The teacher reads the text on page 88 of the Student's Book.
- When the students hear their word, they say
That's my word!
- This game can be ***played 3 times*** and the ***teacher may change the student numbers every time.***

Reading and vocabulary

- 1- Look at the photo and do these activities.
- The teacher reads the activities to the students.

Speaking Activity

- The teacher ***asks several students for their opinions.***
- 2- Read to check your answers to 1a-b.
- The teacher gives the students a time limit (2 minutes) to find the answers.
- 3- Read and mark the sentences ***true*** or ***false***. Correct the ones that are false.
- The teacher reads the first sentence to the students and asks ***Is it true or false?*** The students mark the answers in their books.
- The students answer the rest of the questions individually.

Reading Aloud

- The students ***read the sentence and say true or false.***
- The teacher asks the student to correct the false sentences.
- 4- Read again and answer these questions.
- The teacher gives the students enough time to read silent reading the text.

Oral Activity

- The students ***answer the questions orally.***
- 5- Say what these words and phrases mean in the context.
- The teacher reads the first example and ask
What does 'the most interesting mean' in the context?

Speaking Activity

- The teacher *encourages the students to speak* (Student's Book page 91). At least 6 students do from a-f).
- 6- Find four more words in the text to complete the word pairs.
- The teacher shows the students the first example (*wedding day*).
- The students find the other words that go with wedding in the text.

Language and speaking

- The teacher reads the language Box to the students.

Reading Aloud

- The teacher *asks two students to read the language Box*.
- The teacher makes sure that they understand that *in order to* is more formal than *to*.
- 7- Match sentence parts a-e and 1-5.
- The teacher reads sentence a to the students.
- The teacher asks the students to find sentence ending that goes with it (4).
- The teacher asks a student to connect the two parts with *to* or *in order to* (*People often choose a large hotel for the wedding party to get a room that is big enough for hundreds of guests*).

Oral Activity

- The students match the parts of the sentences individually and orally (Student's Book page 91).
- 8- Do a role-play.
- The teacher starts an example *conversation with one of the students*.
- The *teacher guides the students to making a suitable reply*, such as *They do it to show every body that they are very happy*.

One student plays the *role of a visitor* and another student plays the *role of a Palestinian*.

Workbook

Vocabulary

- 1- Find two words that can form pairs with these other words.
- The teacher asks the students to suggest a word that can go with all the words on the left.

Oral Activity

- The teacher asks the *students to repeat with all the words orally.*
- 2- Complete the table with singular and plural forms from the text on page 90 in the Student's Book.

Oral Activity

- The teacher asks the students to complete the table of *singular* and *plural forms orally.*
- 3- Add to the table the plural forms *–es, -ies, or –s* of three more nouns from pages 88-91 orally.
- The teacher asks the students to complete the *plural forms* in the first line of the table.
- 4- Now add the nouns that you know, and their plurals, to line b-e of the table in 3.
- The teacher reads the nouns in the box to the students.
- The students add each *singular noun*, plus the *plural form*, to the correct category in the table in 3.
- 5- Label the pictures with the *singular and plural forms* of irregular nouns that you know. (Four of them are from pages 88-89 in the Student's Book).

Oral Activity

- The students complete the lines with the *singular* and *plural forms orally.*

Lessons 5 and 6

Materials:

Student's Book pages 92-93

Work Book pages 88-89

Cassette

Objectives: the students will be able to:

- 1-Listen to a conversation.
- 2-Practise pronunciation of words with silent letters.
- 3-Write an email.
- 4- Practise speaking.
- 5-Do a role-play.
- 6-Learn the words highlighted in the texts.

Opener

The teacher asks the student if they can *recall any of the wedding traditions from the previous lessons.*

Listening and speaking

- 1-Look at the picture and describe it.

Speaking Activity

- The teacher asks several students to *describe the picture in the Student Book page 92.*
- 2-Listen to part 1 and check your answers to *1b*
- The teacher plays the cassette while the students listen and check.

Role-play

- The teacher asks the students *to play the roles of: Ann, Mum, and Dad.*
- 3-Read the two parts of the *'to do'* list.

Reading Aloud

- The teacher chooses individual students to read the *What to do?* List and the *What for?* List.
- The teacher plays the cassette while the students listen and match the two lists.

Reading Aloud

- The teacher asks the students *to read their answers*.

Role-play

- The teacher asks the students *to play the roles* of: *Mum, Ann, Dad, and Ben*.
- 4-Listen again and complete the "*to do*" list.
- The teacher plays the cassette again while the students write the names next to each list.

Oral Activity

- The teacher asks the students to do it orally.
- 5-Practise your pronunciation: silent letters.
- The teacher writes the words with silent letters on the board.
 - The teacher says the words so that the students can see these letters are not pronounced.
 - The teacher plays the cassette while the students listen. They underline the silent letters.

Oral Activity

- The teacher asks the students to do this orally to check the answers.

6-Role-play the situation in part 2 of the listening (Student's Book page 93).

Role-play

- The teacher arranges the students in *groups of 4*.
- The teacher assigns *the roles* of: *Mum, Ann, Dad, and Ben*.
- The teacher starts an example conversations.
- The *teacher encourages the students to make suitable replies* such as *Would you like to ...? Would you prefer to?*
- The students *role play the conversation in their groups*.

Workbook

- 1- Listen to the tape and do the dictation.
 - The teacher plays the cassette while the students listen and complete the sentences.
- 2- Complete the new '*to do*' list. Student's Book page 93 Exercise 6.

3-Complete Ben's email to his cousin Jenny. Write about the four things in the '*to do*' list.

4-Write about your family's preparations for a typical *Palestinian wedding*.

Reading Aloud

Then the teacher asks the students *to read what they wrote*.

Oral Activity

5-Review new vocabulary orally.

- The teacher asks the students to choose a word from the box of number 1.
- The students say the correct words in the crossword orally.

Thank You



Appendix (6)

The Committee of Judges of the guide:

The guide was judged by a committee of English language supervisors in the Directorate of Education in Ramallah..

- Mohamed Mansour El-labadi

- Muna Mustafa

In addition, Aida Mohammad Fawaqa, the teacher, who applied the experiment and judged the guide.

Appendix (7)

Distribution of the population

| Serial no. | Name of School | No. of female learners |
|------------|--|------------------------|
| .1 | Faisal Al- Husieni Primary School | 46 |
| .2 | Selwad Secondary Girls School | 82 |
| .3 | Bint Al- Azwar Secondary Girls School | 116 |
| .4 | Der Debwan Secondary Girls School | 67 |
| .5 | Qasem Al-Remawy Secondary Girls School | 53 |
| .6 | Aziz Shaheen Secondary Girls School | 93 |
| .7 | Betonia Secondary Girls School | 72 |
| .8 | Betonia Primary Girls School | 77 |
| .9 | AL-karama Mixed Primary School | 35 |
| .10 | Sameha Khalil Secondary School | 39 |
| .11 | Al- Ispanieah Secondary School | 87 |
| .12 | Abween Secondary Girls School | 40 |
| .13 | Budrus Primary Mixed School | 19 |
| .14 | Der Qadees Secondary Girls School | 18 |
| .15 | Der Abu Meshal Secondary Girls School | 44 |
| .16 | Qebia Secondary Girls School | 61 |
| .17 | Der Al-sudan Secondary Girls School | 20 |
| .18 | Turmos Aia Secondary Girls School | 51 |
| .19 | Kufur Ne'ma Secondary Girls School | 44 |
| .20 | Kharabtha AL-Musbah Secondary Girls School | 58 |
| .21 | Beten Secondary Girls School | 30 |
| .22 | Ne'leen Secondary Girls School | 50 |
| .23 | Abu Falah Secondary Girls School | 52 |
| .24 | Bet Leqia Secondary Girls School | 91 |
| .25 | Almugier Secondary Girls School | 31 |
| .26 | Al-Isra Senjel Girls Secondary school | 78 |
| .27 | Atarah Secondary Girls School | 25 |
| .28 | Beit Sera Secondary Girls school | 32 |
| .29 | Kharbatha Pani Hareth Secondary Girls School | 34 |
| .30 | Ramoon Secondary Girls School | 31 |
| .31 | Ain Yabroud Secondary Girls School | 38 |
| .32 | Kufur Malek Secondary Girls School | 30 |
| .33 | Kuober Secondary Girls School | 46 |
| .34 | Abu Qash Secondary Girls School | 21 |
| .35 | Almzra'h Al-Qebliah Secondary Girls School | 64 |
| .36 | Al- Terah Secondary Girls School | 14 |

| | | |
|-----|---|----|
| .37 | Shuqbah Secondary Girls School | 56 |
| .38 | Mazar'a Alnubani –A'rurah Secondary Girls School | 63 |
| .39 | Hameedy Al-Barguthy Secondary Girls School | 9 |
| .40 | Surda Primary Mixed School | 6 |
| .41 | Ras Karkar Primary Mixed School | 22 |
| .42 | Kufur E'in Secondary Girls school | 15 |
| .43 | Leban Al-Garbi Secondary Mixed School | 22 |
| .44 | Burqa Secondary Girls School | 28 |
| .45 | Deir Netham Secondary Mixed School | 12 |
| .46 | Al-Terah-Bet O'uur Al-fuqa Secondary Mixed School | 4 |
| .47 | Al-Nabi Saleh Primary Mixed School | 2 |
| .48 | A'joul Secondary Mixed School | 16 |
| .49 | Deir Jreer Secondary Girls School | 40 |
| .50 | A'in Senia Primary Mixed School | 6 |
| .51 | Rantees Secondary Girls School | 22 |
| .52 | Saffa Secondary Girls School | 48 |
| .53 | Deir Ebze'a Secondary Girls School | 23 |
| .54 | Qarawa Secondary Girls School | 30 |
| .55 | Jelijlia Primary Mixed School | 9 |
| .56 | Rafat Primary Mixed School | 15 |
| .57 | Burham and Gebia Primary Mixed School | 4 |
| .58 | A'in Qenia Primary Mixed School | 13 |
| .59 | Um-Safa Primary Mixed School | 5 |
| .60 | Shebteen Secondary Mixed School | 9 |
| .61 | Al-Media Primary Mixed School | 21 |
| .62 | Dura Al-Qare' Secondary Girls School | 17 |
| .63 | Betello Secondary Girls School | 34 |
| .64 | Al-Shekh Muhammed Al-Shamy Secondary Girls School | 36 |
| .65 | Jamallah Secondary Mixed School | 7 |
| .66 | Al-Shekha Fatemah Bint Mubarak Secondary Girls School | 62 |
| .67 | Al-Janiah Primary Mixed School | 11 |
| .68 | Deir A'mmar Secondary Girls School | 16 |
| .69 | Bele'en Secondary Girls School | 18 |
| .70 | A'in A'reek Secondary Mixed School | 7 |
| .71 | Abu Shkhedem Secondary Girls School | 15 |

Appendix (8)

The Marking Sheet

| Speaking Proficiency Components | Allotted Mark | Achieved Mark on Questions | | |
|---|---------------|----------------------------|---|---|
| | | 1 | 2 | 3 |
| Accent | | | | |
| 1. Pronunciation frequently unintelligible. | .66 | | | |
| 2. Frequent errors with heavy accent which requires repetition. | 1.632 | | | |
| 3. Foreign accent needs concentrated listening which leads to mispronunciation and errors in grammar or vocabulary. | 1.98 | | | |
| 4. Marked foreign accent with occasional mispronunciations. | 2.64 | | | |
| 5. No conspicuous mispronunciations. | 3.3 | | | |
| 6. Native Pronunciation. | 4 | | | |
| Grammar | | | | |
| 1. Grammar inaccurate. | 3.3 | | | |
| 2. Constant errors which impede communication. (9-11 errors). | 6.6 | | | |
| 3. Frequent errors which cause misunderstanding (6-4 errors). | 9.9 | | | |
| 4. Occasional errors which do not cause misunderstanding (5 errors) | 13.2 | | | |
| 5. Few errors. (3-4 errors). | 16.5 | | | |
| 6. Two errors. | 20 | | | |
| Vocabulary | | | | |
| 1. Inadequate for the simplest conversation | 4 | | | |
| 2. Limited to basic personal and survival areas. | 8 | | | |
| 3. Inaccurate choice of words which prevents discussion | 12 | | | |
| 4. Permits any discussion of any non-technical subjects. | 16 | | | |
| 5. Adequate to cope with complex problems and social issues. | 20 | | | |
| 6. As accurate and extensive as that of educated native speaker. | 24 | | | |
| Fluency | | | | |
| 1. Speech is so halting that conversation is impossible | 4 | | | |
| 2. Speech is very slow except for short or routine sentences. | 8 | | | |
| 3. Speech is frequently hesitant and sentences are incomplete. | 12 | | | |
| 4. Speech is hesitant because of rephrasing and groping for words | 16 | | | |
| 5. Speech is effort less and smooth but non-native. | 20 | | | |
| 6. Speech is as effortless and smooth as native speakers. | 24 | | | |
| Comprehension | | | | |
| 1. Understands too little for the simplest conversation | 4.5 | | | |
| 2. Understands too little very slow speech on common topics | 9 | | | |
| 3. Understands simplified speech with repetition and rephrasing. | 13.5 | | | |
| 4. Understands educated speech with occasional rephrasing. | 18 | | | |
| 5. Understands educated speech except for colloquial speech. | 22.5 | | | |
| 6. Understands formal and colloquial speech as the native. | 27 | | | |
| Total | (99) | | | |

Total achievement = $\frac{\text{Achieved mark of 1+2+3}}{3}$: Final mark out of 99

Appendix (9)

Pre Test

| serial | Experimental Group | | | | | | Control Group | | | | | |
|--------|--------------------|---------|------------|---------------|---------|-------|---------------|---------|------------|---------------|---------|-------|
| | Accent | Grammar | Vocabulary | Comprehension | Fluency | Total | Accent | Grammar | Vocabulary | Comprehension | Fluency | Total |
| 1 | 1.5 | 6.6 | 8.0 | 9.0 | 8.7 | 33.8 | 8. | 3.9 | 4.7 | 6.0 | 4.0 | 19.3 |
| 2 | 2.1 | 8.3 | 11.3 | 15.0 | 14.0 | 50.7 | 1.9 | 5.5 | 10.0 | 10.5 | 8.0 | 35.9 |
| 3 | 2.0 | 9.4 | 11.3 | 13.5 | 12.7 | 48.8 | 2.0 | 8.8 | 12.0 | 12.8 | 12.0 | 47.5 |
| 4 | 1.3 | 5.5 | 7.3 | 6.8 | 6.0 | 26.9 | 3.1 | 5.5 | 8.7 | 8.3 | 9.3 | 34.8 |
| 5 | 1.4 | 5.5 | 6.7 | 9.0 | 6.7 | 29.3 | 3.3 | 12.1 | 17.3 | 18.0 | 17.3 | 68.0 |
| 6 | 2.6 | 12.1 | 16.0 | 18.0 | 16.0 | 64.7 | 2.8 | 11.6 | 14.7 | 18.8 | 18.0 | 65.7 |
| 7 | 2.4 | 7.8 | 12.0 | 12.8 | 10.7 | 45.6 | 1.9 | 7.2 | 10.0 | 11.3 | 10.7 | 40.9 |
| 8 | 2.4 | 8.8 | 12.0 | 14.3 | 13.3 | 50.8 | 2.3 | 9.9 | 12.0 | 13.5 | 12.0 | 49.7 |
| 9 | 2.5 | 12.1 | 14.7 | 15.8 | 14.7 | 59.7 | 2.3 | 9.9 | 14.0 | 15.0 | 14.7 | 55.9 |
| 10 | 3.3 | 5.5 | 5.3 | 7.5 | 4.0 | 25.6 | 1.7 | 8.3 | 8.7 | 8.3 | 8.0 | 34.8 |
| 11 | 2.6 | 12.1 | 14.7 | 17.3 | 15.3 | 62.0 | 2.4 | 9.9 | 13.3 | 13.5 | 12.7 | 51.8 |
| 12 | 3.0 | 14.3 | 18.0 | 20.3 | 18.0 | 73.5 | 2.2 | 7.7 | 12.7 | 10.5 | 10.7 | 43.7 |
| 13 | 2.3 | 8.8 | 12.7 | 14.3 | 13.3 | 51.4 | 3.0 | 12.1 | 18.0 | 20.3 | 18.0 | 71.3 |
| 14 | 2.6 | 9.9 | 14.7 | 18.0 | 16.0 | 61.2 | 3.3 | 16.5 | 20.0 | 22.5 | 20.0 | 82.3 |
| 15 | 2.6 | 12.1 | 14.7 | 17.3 | 15.3 | 62.0 | 1.9 | 7.7 | 9.3 | 9.8 | 8.0 | 36.7 |
| 16 | 2.6 | 12.7 | 15.3 | 15.0 | 15.3 | 61.0 | 2.6 | 13.8 | 17.3 | 19.5 | 17.3 | 70.5 |
| 17 | 1.5 | 6.1 | 8.7 | 10.5 | 10.7 | 37.4 | 2.6 | 11.0 | 13.3 | 15.0 | 16.0 | 58.0 |
| 18 | 2.6 | 11.0 | 15.3 | 18.0 | 16.0 | 63.0 | 2.8 | 12.7 | 14.0 | 17.3 | 16.0 | 62.7 |
| 19 | 2.2 | 9.4 | 13.3 | 15.8 | 13.3 | 54.0 | 2.0 | 8.3 | 11.3 | 12.0 | 12.0 | 45.6 |
| 20 | 2.2 | 10.5 | 13.3 | 15.0 | 12.7 | 53.6 | 1.3 | 4.4 | 5.3 | 6.0 | 5.3 | 22.4 |
| 21 | 1.7 | 10.5 | 12.7 | 12.8 | 12.0 | 49.5 | 1.3 | 6.6 | 8.7 | 9.8 | 7.3 | 33.7 |
| 22 | 1.8 | 8.8 | 10.7 | 12.0 | 12.7 | 45.9 | 2.2 | 9.9 | 12.0 | 12.8 | 11.3 | 48.2 |
| 23 | 2.6 | 10.5 | 14.0 | 15.0 | 14.0 | 56.1 | 2.0 | 8.8 | 12.0 | 12.8 | 12.7 | 48.2 |
| 24 | 2.1 | 7.2 | 10.7 | 12.8 | 12.0 | 44.7 | 3.0 | 13.8 | 18.0 | 19.5 | 18.0 | 72.2 |
| 25 | 1.8 | 6.6 | 8.0 | 9.8 | 8.0 | 34.1 | 1.8 | 7.7 | 9.3 | 10.5 | 9.3 | 38.6 |
| 26 | 2.5 | 10.5 | 14.0 | 17.3 | 16.0 | 60.2 | 2.0 | 7.2 | 9.3 | 12.8 | 10.7 | 41.9 |
| 27 | 2.6 | 10.5 | 14.7 | 16.5 | 15.3 | 59.6 | 1.8 | 6.6 | 9.3 | 9.8 | 8.7 | 36.1 |
| 28 | 2.3 | 9.4 | 10.7 | 11.3 | 12.7 | 46.2 | 1.5 | 6.6 | 8.0 | 9.8 | 8.7 | 34.6 |
| 29 | 2.9 | 13.2 | 16.7 | 18.8 | 16.7 | 68.1 | 2.9 | 13.8 | 17.3 | 19.5 | 17.3 | 70.8 |
| 30 | 2.4 | 7.2 | 10.0 | 12.0 | 10.7 | 42.2 | 2.6 | 10.5 | 13.3 | 14.3 | 14.0 | 54.7 |
| 31 | 3.1 | 12.7 | 16.7 | 21.0 | 18.0 | 71.4 | 2.4 | 12.6 | 14.7 | 15.8 | 14.7 | 60.1 |
| 32 | 2.2 | 8.8 | 11.3 | 13.5 | 12.0 | 47.8 | 2.1 | 9.9 | 11.3 | 11.3 | 9.3 | 43.9 |
| 33 | 2.3 | 7.7 | 9.3 | 11.3 | 10.7 | 41.3 | 3.0 | 12.1 | 16.0 | 19.5 | 16.7 | 67.2 |

Appendix (10)

Lesson Plan Using Role-play Strategy

| | | | |
|---|---|--|---------------|
| Day: Monday Date: 18th April 2011 | Grade: 8th grade | Period | 45 |
| Unite: 15 Lesson: (1) | Title: Getting Married | Page | 88 |
| Objectives | 1- Read and listen to a conversation 2- Practise speaking 3- Do a role-play | | |
| Materials | Student's Book page (88), Cassette, pictures, photos. | | |
| Objectives | Procedures | Evaluation | Time |
| Read and listen to a conversation | <p>The learners will listen to the cassette and number the words in the order they hear them.</p> <p>The words are: bride, ceremony, couple, get engaged, get married, groom, guests, wedding</p> | <p>The teacher will ask the learners to put the words in sentences of their own.</p> <p>The words are: bride, ceremony, couple, get engaged, get married, groom, guests, wedding.</p> | 15 mts |
| Practise speaking | <p>The teacher asks the groups to discuss the topic between them. Then each group presents what they prepared as a group work.</p> | <p>The teacher asks the learners individually to give sentences of their own about the topic of the lesson.</p> | 15 mts |
| Do a role-play | <p>The teacher makes the class groups of (5) learners.</p> <p>The teacher asks for volunteers to play the roles of (Mrs. Kamal, Mike, Tina, Nadia, and Sami).</p> <p>Each learner in the group plays a role, and the roles are changed and reversed in turn, so each learner plays more than one role.</p> <p>This is done several times.</p> | <p>The teacher asks one student to play the role of a Palestinian woman, another student the role of a Palestinian man.</p> | 15 mts |

Appendix (11)

| Student No. () | Question No. (1) | Level (1) | Level (2) | Level (3) | Level (4) | Level (5) | Level (6) |
|------------------------------|-------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | Accent | | | | | | |
| | Grammar | | | | | | |
| | Vocabulary | | | | | | |
| | Comprehension | | | | | | |
| | Fluency | | | | | | |
| | Question No. (2) | | | | | | |
| | Accent | | | | | | |
| | Grammar | | | | | | |
| | Vocabulary | | | | | | |
| | Comprehension | | | | | | |
| | Fluency | | | | | | |
| | Question No. (3) | | | | | | |
| | Accent | | | | | | |
| | Grammar | | | | | | |
| | Vocabulary | | | | | | |
| | Comprehension | | | | | | |
| | Fluency | | | | | | |